

New Program Proposal Executive Summary

Master of Arts in Education in Educational Studies [CIP Code: 13.0101]

Winthrop University [Site Code: (51801)]

A. SUMMARY

Winthrop University seeks to introduce a Master of Arts in Education in Educational Studies degree (30 credit hours) program in Fall 2024. The Master of Arts in Educational Studies program offers a flexible curriculum, blended/hybrid (50% or more online) to accommodate the diverse needs and interests of its students. Core courses will provide a foundation in research, policy analysis, and inclusionary principles. Students will also have the opportunity to engage in real-world educational projects, collaborate with faculty, and work closely with mentors in their field. These practical experiences will complement the theoretical knowledge gained in the classroom and provide students with valuable skills for addressing challenges they will encounter in their future careers. This degree program This program is unique in the fact that it allows for a personal pathway with core foundational principles, which is why it is needed. The program builds on resources we currently have so that the students can continue credentialing and/or develop knowledge and skills in their area of interest, while meeting market demand for continued development.

New Courses

Course Name	Course Description	Course Format
EDCO 681: Educational Trends (new) 3 cr. hr.	The Educational Trends course explores the trends impacting the field of education and investigates their potential implications on learners, educators, and institutions. This course also examines the roles of various stakeholders in education and their impact on educational trends, along with the complex relationship between educational policy, regulation, and innovation. Students will analyze the impact of existing policies and identify opportunities for reform to align education with emerging trends.	online
EDCO 682: Educational Trends (new) 3 cr. hr.	This course offers an in-depth exploration of the complex landscape of educational policy and advocacy. Students will engage with key principles, concepts, and ethical considerations while developing the analytical skills necessary to critically assess the impact and effectiveness of policies and advocacy efforts in the field of education.	online
EDCO 683: Research Capstone (modified EDCI 635) 3 cr. hr.	This comprehensive and advanced course is designed to equip students with the skills and knowledge necessary to conduct educational research. Students will apply their expertise to real-world educational challenges.	online

Program requirements

Program of Study	Credit Hours
1. CORE Curriculum (Required)	9
2. Educational Trends	3 hours
3. Educational Policy and Advocacy	3 hours
4. Research Capstone	3 hours
Specializations	6-15 hours
1. ESOL Add-On Certifications Options	12-15 hours
2. SPED Multicategorical Add-On Certifications Options	12 hours
3. Alternative Preparation Add-On Certifications Options	9-15 hours
4. ESOL Endorsement Options	6 hours
5. Gifted and Talented Endorsement Options	6 hours
6. Problem-Based Learning Endorsement Options	9 hours
7. Online Learning Endorsement Options	12 hours
8. Early Childhood and Elementary Content Pedagogy Options	15 hours
9. Educational Studies Content Pedagogy Options	14 hours
10. Literacy Content Pedagogy Options	12 hours
11. Middle Level Education Content Pedagogy Options	10 hours
12. Physical Education Content Pedagogy Options	12 hours
13. Secondary Education Content Pedagogy Options	6 hours
14. Special Education Content Pedagogy Options	12 hours
Electives	6-15 hours

Students must select one area of specialization from any of the three categories (add-on certificates, endorsements, or content pedagogy) below. They are welcome to select more than one. The following table provides examples that may be selected, but due to the flexibility inherent in the program design additional opportunities may be added.

B. UNIVERSITY STUDENT AND PROGRAM DATA, Semester Year

Graduate in-state/out-of-State Enrollment, Fall 2023	2,508 (89%) / 3,392 (11%)
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*Data retrieved from Undergraduate Provisional data Fall 2023

C. INSTITUTIONAL APPROVALS AND DATES OF APPROVAL (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Internal Institutional Unit	Approval Date
Department of Education Core	10/30/2023
College Curriculum Committee	1/11/2024
College of Education Faculty Assembly	1/22/2024
Dean, College of Education, Sport, and Human Sciences	1/22/2024
Graduate Council	3/5/2024
Graduate Faculty Assembly	4/19/2024
Provost	4/20/2024
President	4/20/2024
Board of Trustees	4/25/2024

D. SIMILAR PROGRAMS IN SOUTH CAROLINA – PUBLIC AND PRIVATE INSTITUTIONS

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences	Link
Master of Arts in Education	33	Furman University	Aims to equip educators with the skills needed for leadership roles and address the evolving needs of the education sector while maintaining high standards of instruction and relevance to real-world contexts.	Our program includes people working in community-based education and those working in school settings.	https://www.furman.edu/graduate-studies/education/graduate-studies-in-education/master-of-arts-in-education/
M.Ed. in Teaching and Learning	30	Clemson	Both programs are designed to enhance skills and advance careers in education.	While, again expanding to include community- based participants, our program allows personalized pathways depending on personal goals.	https://www.clemson.edu/education/_documents/masters-degrees/teaching-learning-med-onepager.pdf

M.Ed. in Teaching and Learning	30	Francis Marion University	For individuals who have completed a bachelor's degree and wish to increase their overall knowledge of education	Where FMU's program seems focused on school-based professional, our program includes a wide range of course offerings that explore topics based on interests and workplace needs both in schools and in the community.	https://www.fmario.n.edu/education/graduate-programs/education-med-teaching-and-learning/
Master of Arts in Teaching, Learning, and Advocacy	36	College of Charleston	Both programs are designed for people interested in becoming educational leaders and advocates for students.	CoC's program focuses on students living in poverty and requires one of four concentrations: Curriculum & instruction, Diverse Learners, New Literacies, or Science & Math.	https://cofc.edu/academics/graduate-degree-progs/graduatedegreeeslist/tla.php

E. ENROLLMENT PROJECTIONS

Year	Projected Enrollment - Fall	Projected Enrollment Spring	Projected Enrollment Summer
2024-2025	10	10	13
2025-2026	13	13	15
2026 -2027	15	15	30
2027- 2028	30	30	
2028 - 2029	40	40	

Due to requests from endorsements, we anticipate our first cohort to include 10 students. As we finish the first year of Winthrop's alternative certification program, the Network for Alternative Preparation in Teaching (NetAPT), we anticipate that three additional students will join the MAEd. As this program becomes more established, we anticipate an increase in enrollment.

F. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

For many of our partnering districts in the Olde English Consortium (York, Fort Mill, Rock Hill, Lancaster, Clover, Kershaw, Union, Fairfield, Chester, and Chesterfield school districts), the number of international teachers is increasing. According to CERRA Supply and Demand data, there were 579 International teachers hired in 2023-24 school year, which was an increase from 441 in 2022-23.

Table 5 includes five years of Supply and Demand summary data from 2019-20 through 2023-24.

Table 5: Supply and Demand Data (in FTEs)	2023-24¹	2022-23²	2021-22³	2020-21⁴	2019-20⁵
Positions (authorized FTEs, excluding vacancies)	56,273	55,605	56,166	54,961	52,525
Departures	7,353	8,321	6,927	5,996	6,650
Early-Career Departures (≤5 years teaching experience)	2,661	3,015	2,390	2,551	2,367
Transfer to another SC district	2,193	2,187	1,569	1,346	1,670
Retirements	1,125	1,444	1,278	1,015	1,190
New Hires	8,395	8,005	7,014	6,308	6,709
SC graduates	1,390	1,336	1,569	1,490	1,526
Alternative certification	882	825	747	665	637
Transfer from another SC district	2,331	2,397	2,032	1,746	2,058
International	579	441	305	59	348
Vacancies	1,613	1,474	1,063	699	556

¹Includes data from all 73 public school districts and three public charter districts in SC (n=76).

²Includes data from 72 of 73 public school districts and two public charter districts in SC (n=74).

Supply and Demand comparison data from 2019-2020 through 2023-2024.

https://www.cerra.org/uploads/1/7/6/8/17684955/supplydemand_data_tables_2023-24_3.pdf

G. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	5.6.2024	Program received via email and assigned lead reviewer and second reader.
Summary of staff comments, responses, and versions	5.7.2024	First revision requests included: <ul style="list-style-type: none">• Missing institution name• Missing name of program• Missing delivery site codes• Missing dean, college approval date
ACAP Considerations	6.13.2024	ACAP questions: None Responses: NA Vote: Approved
CAAL Considerations (See attached commissioner questions and responses)		CAAL questions Responses Vote
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

H. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

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NEW PROGRAM PROPOSAL FORM

Name of Institution: Winthrop University

Name of Program (include degree designation and all concentrations, options, or tracks): Master of Arts in Education in Educational Studies

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
- ☒ No

Proposed Date of Implementation: Fall 2024

CIP Code: 13.0101 (Education, General)

Delivery Site(s): Online and on main campus in Rock Hill (51801)

Delivery Mode:

- ☐ Traditional/face-to-face
*select if less than 25% online
- ☐ Distance Education
- ☐ 100% online
- ☒ Blended/hybrid (50% or more online)
- ☐ Blended/hybrid (25-49% online) ☐ Other distance education (explain if selected)

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

Dr. Beth Greene Costner, Dean
Richard W Riley College of Education, Sport, and Human Sciences (CESHS)
costnerb@winthrop.edu; 803-323-2151

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Approval	Date
Department of Education Core	10/30/2023
College Curriculum Committee	1/11/2024
College of Education Faculty Assembly	1/22/2024
Dean, College of Education, Sport, and Human Sciences	1/22/2024
Graduate Council	3/5/2024
Graduate Faculty Assembly	4/19/2024
Provost	4/20/2024
President	4/20/2024
Board of Trustees	4/25/2024

Background Information

The Master of Arts in Educational Studies program offers a flexible curriculum to accommodate the diverse needs and interests of its students. Core courses will provide a foundation in research, policy analysis, and inclusionary principles. Students will also have the opportunity to engage in real-world educational projects, collaborate with faculty, and work closely with mentors in their field. These practical experiences will complement the theoretical knowledge gained in the classroom and provide students with valuable skills for addressing challenges they will encounter in their future careers. Additionally, students will have the flexibility to choose from a range of electives that align with their specific career goals.

Winthrop's Academic Master Plan operationalizes its strategic plan of supporting inclusive excellence by expanding the university's impact on students and its communities through enrollment growth and increases in retention and graduation rates. This degree places emphasis on the values of excellence, inclusion, community, and leadership that have been a hallmark of Winthrop University's mission.

This program is unique in the fact that it allows for a personal pathway with core foundational principles, which is why it is needed. The program builds on resources we currently have so that the students can continue credentialing and/or develop knowledge and skills in their area of interest, while meeting market demand for continued development. In the last several years, the diversity of teachers in our district partners has expanded, therefore, this degree provides access to much needed additional coursework, knowledge, etc. Data to support this degree is expanded upon in the next section.

The Graduate Director in CESHS receives inquiries from teachers who have already attained a teaching license and are interested in pursuing a Master's degree. We have a number of students who have attained endorsement or add on certifications through Winthrop who have expressed interest in those courses being part of a Master's degree. For example, since 2016, approximately 400 teachers have attained the ESOL endorsement and of those 170 have completed additional courses for add-on certification. This is one example of a pool of potential candidates for this MAEd. With the state of South Carolina continuing to offer financial incentives to those who earn a graduate degree, Winthrop undergraduate certification majors and teachers who gained certification through alternative pathways are also looking for degree options that allow flexibility in while providing avenues for stackable credentials. In the Center for Educator Recruitment, Retention, and Advancement (CERRA) 2023-2024 Supply and Demand Study, 11% of new hires in the state were pursuing an alternative certification pathway (<https://www.cerra.org/supply-and-demand.html>). Many of these pathways lead do not lead to a degree. The proposed program can provide a mechanism for these individuals to continue study in teaching, learning, and content while pursuing the graduate degree.

Assessment of Need

Studies such as those conducted by Redding and Smith (2016) and Carver-Thomas and Darling-Hammond (2019) underscore the impact of teacher turnover on school effectiveness and student success. Several factors impact attrition including inadequate preparation, lack of self-efficacy, and feelings of isolation (Richter, et al 2022). With an increase in the number of teachers entering the field through non-traditional pathways, the need for continued education is at a critical high.

For many of our partnering districts in the Olde English Consortium (York, Fort Mill, Rock Hill, Lancaster, Clover, Kershaw, Union, Fairfield, Chester, and Chesterfield school districts), the number of international

teachers is increasing. According to CERRA Supply and Demand data, there were 579 International teachers hired in 2023-24 school year, which was an increase from 441 in 2022-23 (See screenshot below of Table 5 from CERRA Supply and Demand PDF). Where some of the teachers are only temporary, others have the credentials to continue teaching long term and seek programs that will help build an understanding of content and context of South Carolina public schools. This degree is an excellent option for those teachers with a foundational core curriculum and options to specialize in various content and/or pedagogy fields. This degree will also support higher rates of alternatively certified teachers looking to deepen their knowledge and build confidence in instructional skills. Based on the most recent Supply and Demand Annual Report from CERRA, approximately 10 – 11% of new teachers hired in the last five years completed an alternative preparation. Last year alone, there were 882 teachers hired in South Carolina who completed an alternative certification. Nguyen and Springer (2021) emphasize the significance of factors such as certification pathway in understanding the teacher turnover phenomenon and underscore the need to address the unique needs and challenges faced by these teachers through personalized professional learning opportunities.

Table 5 includes five years of Supply and Demand summary data from 2019-20 through 2023-24.

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Alternative certification	882	825	747	665	637
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Vacancies	1,613	1,474	1,063	699	556

¹Includes data from all 73 public school districts and three public charter districts in SC (n=76).

²Includes data from 72 of 73 public school districts and two public charter districts in SC (n=74).

Due to the national teacher shortage, the implementation of a MAEd program at Winthrop University aligns with the imperative to address teacher turnover and provide personalized professional learning opportunities to new and veteran educators. Research indicates that additional support and educational opportunities encourage alternatively-certified teachers to remain in the classroom. By providing comprehensive preparation and support requested by alumni and partnering districts, Winthrop can contribute to increasing teacher retention rates and ultimately improving educational outcomes for students.

Supply and Demand comparison data from 2019-2020 through 2023-2024.

https://www.cerra.org/uploads/1/7/6/8/17684955/supply_demand_data_tables_2023-24_3.pdf

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives*, 27(36), 1-31.

<https://doi.org/10.14507/epaa.27.3699>

Nguyen, T., & Springer, M. (2021). A conceptual framework of teacher turnover: A systematic review of the empirical international literature and insights from the employee turnover literature. *Educational Review*, 1-24. <http://dx.doi.org/10.1080/00131911.2021.1940103>

Redding, C., & Smith, T. (2016). Easy in, Easy Out: Are Alternatively Certified Teachers Turning Over at Increased Rates? *American Educational Research Journal*, 53(4). <https://doi.org/10.3102/0002831216653206>

Richter, E., Lucksnat, C., Redding, C., & Richter, D. (2022). Retention intention and job satisfaction of alternatively certified teachers in their first year of teaching. *Teaching and Teacher Education*, 114. <https://doi.org/10.1016/j.tate.2022.103704>

Transfer and Articulation

Graduate students may transfer up to 9 hours of applicable, graduate coursework into any graduate program. Since each student in this program will build their degree plan based on their circumstances, the student, their advisor, and the College of Education, Sport, and Human Sciences Graduate Director will review and approve any transfer courses that can apply to the degree.

Employment Opportunities

The nature of this degree is to support additional professional learning for existing educators already employed in South Carolina schools. The program offers opportunities for individuals to explore coursework that may provide opportunities for advancement within their own setting, but is primarily targeted at increasing knowledge for existing role. For example, after completing the nine hours required in the three core courses, students select an area of specialization that could lead to add-on certificates, endorsements, or content pedagogies. Their selections are based on their personal interest. In addition to providing additional educational opportunities and support, South Carolina currently has a pay scale that compensates teachers after they receive a graduate degree.

Description of the Program

Year	Projected Enrollment - Fall	Projected Enrollment Spring	Projected Enrollment Summer
2024-2025	10	10	13
2025-2026	13	13	15
2026 -2027	15	15	30
2027- 2028	30	30	
2028 - 2029	40	40	

Due to requests from endorsements, we anticipate our first cohort to include 10 students. As we finish the first year of Winthrop's alternative certification program, the Network for Alternative Preparation in Teaching (NetAPT), we anticipate that three additional students will join the MAEd. As more participants complete NetAPT, we anticipate that two additional students will join the MAEd. As this program becomes more established, we anticipate an increase in enrollment.

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

☐ Yes

☒ No

Curriculum

In the MAEd, all students are required to take three Core courses (EDCO 681, 682, and 683), which are described below. These courses comprise nine of the 30 required hours. As the degree is designed to have flexibility for students to pursue their educational interests, there are a wide variety of specializations for students to select; however, the program is not designed to have defined concentrations. These specializations are organized into three categories: add-on certification, endorsements, or content pedagogy. Some of these options are outlined below and student may choose opportunities from multiple categories. Depending on student selection, these specializations could be six to 15 hours. Then students have additional hours of electives. These can be content courses or additional specializations.

New Courses

Course Name	Course Description	Course Format
EDCO 681: Educational Trends (new) 3 cr. hr.	The Educational Trends course explores the trends impacting the field of education and investigates their potential implications on learners, educators, and institutions. This course also examines the roles of various stakeholders in education and their impact on educational trends, along with the complex relationship between educational policy, regulation, and innovation. Students will analyze the impact of existing policies and identify opportunities for reform to align education with emerging trends.	online
EDCO 682: Educational Trends (new) 3 cr. hr.	This course offers an in-depth exploration of the complex landscape of educational policy and advocacy. Students will engage with key principles, concepts, and ethical considerations while developing the analytical skills necessary to critically assess the impact and effectiveness of policies and advocacy efforts in the field of education.	online
EDCO 683: Research Capstone (modified EDCI 635) 3 cr. hr.	This comprehensive and advanced course is designed to equip students with the skills and knowledge necessary to conduct educational research. Students will apply their expertise to real-world educational challenges.	online

Total Credit Hours Required: 30 semester hours

Sample Program of Study

Year / Semester	Number / Prefix	Course Title (Credit Hrs)
Y1 / Summer	EDCO 681	Educational Trends (3 hrs)
Y1 / Summer		Specialization (3 hrs)
Y1 / Summer		Specialization/ Elective (3 hrs)
Y1 / Fall	EDCO 682	Educational Policy and Advocacy (3 hrs)
Y1 / Fall		Specialization (3 hrs)
Y1 / Fall		Specialization/ Elective (3 hrs)
Y1 / Fall		Specialization/ Elective (3 hrs)
Y1 / Spring	EDCO 683	Research Capstone (3 hrs)
Y1 / Spring		Specialization/ Elective (3 hrs)
Y1 / Spring		Specialization/ Elective (3 hrs)

CORE Curriculum (Required)		9 hours
EDCO 681	Educational Trends	3 hours
EDCO 682	Educational Policy and Advocacy	3 hours
EDCO 683	Research Capstone	3 hours

Students must select one area of specialization from any of the three categories (add-on certificates, endorsements, or content pedagogy) below. They are welcome to select more than one. The following table provides examples that may be selected, but due to the flexibility inherent in the program design additional opportunities may be added.

Specializations		6-15 hours
	<u>Add-On Certifications Options</u>	
ESOL	READ 615: Literacy for Learners with Limited English Proficiency and Other Diverse Needs (3 cr. hrs.) READ 616: Practicum in Assessing and Teaching English Language learner (3 cr. hrs., pre-req is READ 615) TESL 670: Linguistics for Teachers of English Language Learners (3 cr. hrs.) TESL 680: Principles of Teaching Grammar to At-Risk Students and English Language Learners (3 cr. hrs.) TESL 692: ESOL Practicum: Working with English Language Learners (3 cr. hrs.)	12-15 hours
SPED Multicategorical	SPED 507: Characteristics of students with disabilities (3 cr. hrs.) SPED 585: Methods of Teaching Students with EBD, LD, ID, and ASD (3 cr. hrs., pre-req is SPED 281 or 681 and GPA of 2.75) SPED 681: Educational Implications for the Exceptional Individuals (3 cr. hrs.) SPED 691: Practicum in Teaching the Exceptional Child (3 cr. hrs.)	12 hours
Alternative Preparation	Transfer from Alt. Prep Pathway (NetAPT, PACE, etc.) (<i>typically coursework in alternative programs are offered in blocks of 3 cr. hrs.</i>)	9-15 hours
	<u>Endorsement Options</u>	
ESOL	READ 615: Literacy for Learners with Limited English Proficiency and Other Diverse Needs (3 cr. hrs.) READ 616: Practicum in Assessing and Teaching English Language learner (3 cr. hrs., pre-req is READ 615)	6 hours
Gifted and Talented	EDCI 594: The Nature and Needs of Gifted and Talented Students (3 cr. hrs., pre-req of 2.75 GPA) EDCI 595: Introduction to Curriculum and Instruction for Gifted and Talented Students (3 cr. hrs., pre-req of EDCI 594)	6 hours

Specializations		6-15 hours
Problem-Based Learning	EDUC 521: Introduction to Project Based Learning (3 cr. hrs.) EDUC 522: Applications of Project Based Learning in Curriculum and Instruction (3 cr. hrs., pre-req of EDUC 521, co-req of EDCU 523) EDUC 523: Practicum in Project Based Learning (3 cr. hrs., co-req of EDCO 522)	9 hours
Online Learning	LTEC 550: Introduction to Instructional Design and Assessment for Online Learning (3 cr. hrs.) LTEC 551: Online Teaching (3 cr. hrs.) LTEC 552: Teaching with Learning Management Systems (3 cr. hrs.) LTEC 553: Differentiation in Online Learning (3 cr. hrs.)	12 hours
	<u>Content Pedagogy Options</u> <i>See advisor for specifics</i>	
Early Childhood and Elementary	EDCI 660: Teaching and Assessing Mathematics in grades PK-6 (3 cr. hrs., co-req of EDCI 661 and 662) EDCI 661: Teaching and Assessing Sciences in Grades PK-6 (3 cr. hrs., <u>co-req of EDCI 660 and 662</u>) EDCI 662: Teaching and Assessing Social Studies in grades PK-6 (3 cr. hrs., <u>co-req of EDCI 660 and 661</u>) READ 570: Instr Methods and Assess I: Teaching Emergent, Beginning, & Struggling Readers & Writers (3 cr. hrs, pre-req of READ 330 or READ 331 or READ 605.) READ 580: Instr Methods and Assess II: Teaching Transitional, Intermediate, & Advanced Readers/Writers (3 cr. hrs.)	15 hours
Educational Studies	EDCO 600: Teaching in a Democracy (3 cr. hrs.) EDCO 601: Psychology Applied to Teaching (3 cr. hrs.) EDCO 602: Technology for the 21st Century Classroom (3 cr. hrs.) EDCO 605: Educational Assessment (3 cr. hrs.) EDCO 610: Effective Teaching Practices for Exceptional and Diverse Learners (3 cr. hrs., pre-req of EDCO 601)	14 hours
Literacy	READ 605: Literacy Foundations (3 cr. hrs.) READ 620: Literacy Strategies for Struggling Learners (3 cr. hrs.) READ 635: Basic Literacy Diagnostics and Instructional Practices (3 cr. hrs., co-req of READ 645) READ 645: Content Area Reading and Writing (3 cr. hrs.)	12 hours
Middle Level Education	Content courses (<i>See advisor for specifics</i>) (typically 3-4 cr. hrs.) Methods courses (<i>See advisor for specifics</i>) (3 cr. hrs.) MLED 500: Introduction to the Middle School (3 cr. hrs.) MLED 510: Developmental Aspects of the Middle Level Learner (3 cr. hrs.)	10 hours
Physical Education	PETE 550: Adapted Physical Activity and Sport (3 cr. hrs.) PETE 566: Elementary Physical Education teaching Methods (3 cr. hrs., pre-req of 2.75 GPA, co-req of EDCO 350 or 660) PETE 590: Assessment in Physical Education (3 cr. hrs.) PETE 591: Secondary Physical Education Teaching Methods (3 cr. hrs., pre-req of 2.75 GPA, co-req of PETE 566)	12 hours
Secondary Education	Content area methods courses (<i>See advisor for specifics</i>) (3 cr. hrs.)	6 hours
Special Education	SPED 507: Characteristics of students with disabilities (3 cr. hrs.) SPED 585: Methods of Teaching Students with EBD, LD, ID, and ASD (3 cr. hrs., pre-req is SPED 281 or 681 and GPA of 2.75) SPED 681: Educational Implications for the Exceptional Individual (3 cr. hrs.) SPED 691: Practicum in Teaching the Exceptional Child (3 cr. hrs.)	12 hours

Students are encouraged to take a variety of electives that appeal to them. These could be any graduate-level course Winthrop offers. Some of these electives could be subject-specific and interdisciplinary. For example, a biology teacher may be interested in BIOL 519 Mechanisms in Disease or BIOL 601 Theory and Method in Biology. A history teacher might be interested in PLSC 506 International Political Economy. Others could be special topics courses or community-based internships. For example, a teacher might be interested in action-research exploring group work in their classroom and might take EDCO 555, a special topics course.

Electives		6-15 hours
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One example of a program of studies would be a student who completed the ESOL endorsement work through the SC Palmetto grant.

- This student took 12 hours of coursework (READ 615 and 616; TESL 670 and 680) and three hours of practicum (TESL 692), totaling 15 hours of graduate coursework.
- They would take the required 9 hours of core courses (EDCI 681, 682, and 683), for a total of 24 hours.
- For the final 6 hours, they could take the courses required for the gifted and talented endorsements (EDCI 594 and 595).

Another example would be people who completed PACE as their alternative certification program.

- They will transfer 9 hours of graduate coursework for PACE and take the 9 hours of core courses, for a total of 18 hours.
- For their final 12 hours, this student selected the content pedagogy specialization in literacy (READ 605, 620, 635, and 645) to complete their 30 hours.

Similar Programs in South Carolina offered by Public and Independent Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences	Link
Master of Arts in Education	33	Furman University	Aims to equip educators with the skills needed for leadership roles and address the evolving needs of the education sector while maintaining high standards of instruction and relevance to real-world contexts.	Our program includes people working in community-based education and those working in school settings.	https://www.furman.edu/graduate-studies/education/graduate-studies-in-education/master-of-arts-in-education/
M.Ed. in Teaching and Learning	30	Clemson	Both programs are designed to enhance skills and advance careers in education.	While, again expanding to include community-based participants, our program allows personalized pathways depending on personal goals.	https://www.clemson.edu/education/documents/masters-degrees/teaching-learning-med-onepager.pdf
M.Ed. in Teaching and Learning	30	Francis Marion University	For individuals who have completed a bachelor's degree and wish to increase their overall knowledge of education	Where FMU's program seems focused on school-based professional, our program includes a wide range of course offerings that explore topics based on interests and workplace needs both in schools and in the community.	https://www.fmarion.edu/education/graduate-programs/education-med-teaching-and-learning/
Master of Arts in Teaching, Learning, and Advocacy	36	College of Charleston	Both programs are designed for people interested in becoming educational leaders and advocates for students.	CoC's program focuses on students living in poverty and requires one of four concentrations: Curriculum & instruction, Diverse Learners, New Literacies, or Science & Math.	https://cofc.edu/academics/graduate-degree-progs/graduatedegreeslist/tla.php

Faculty

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications	Other Qualifications and Relevant Professional Experience
Tenured Professor	PETE 566 PETE 590 PETE 591	Doctor of Education in Kinesiology University of North Carolina at Greensboro	Certified teacher with P12 teaching experience
Tenured Professor	SPED 507 SPED 691	Doctor of Education in Special Education Administration Master of Science in Education Johns Hopkins University	
Tenured Associate Professor	EDCO 555 EDCO 600	Ph.D. in Teaching and Learning Ohio State University Master of Education in Elementary Education Vanderbilt University	
Non-tenure Track Instructor (Full Time)	SCIE590 SCIE591 SCIE592 SCIE593	Master of Science in Biology Winthrop University Bachelors in Marine Science University of South Carolina at Columbia	This faculty member has been certified by SACSCOC to teach courses in science education at the graduate level due to professional development and teaching experiences.
Tenured Associate Professor	EDCI594 EDCI595 EDCO 601 EDCO 602 EDCO 681 EDCO 682 EDCO 683	Doctor of Philosophy in Educational Psychology University of Georgia	SC License, Biology
Tenured Associate Professor	EDCO 500 EDCO 600 EDCO 601 EDCO 681 EDCO 682 EDCO 683	Doctor of Education in Educational Administration Masters in Educational Administration University of South Carolina	K-8 Elementary certificate
Tenure Track Assistant Professor	SPED 585 SPED 681 SPED 691	Doctor of Philosophy in Special Education UNC Charlotte	
Tenured Associate Professor	READ 615 READ 616 TESL 670 TESL 680 TESL 692	PhD in Mathematics Education Masters in Mathematics Education Masters in French Ohio State University	Certifications and Endorsements: Gr 6-12 Math; C&I Specialist; K-12 French; K-12 EDL Dr. K. Costner possesses an add-on ESL certification from UNC.
Tenure Track Assistant Professor	EDCI 594 EDCI 595 EDCO 682 EDUC 521 EDUC 522 EDUC 523	Doctor of Education in Educational Leadership Liberty University	
Tenured Associate Professor	SCST590 SCST591 SCST592 SCST593	Doctorate in History Master of Arts in History University of North Carolina, Greensboro Bachelors in Secondary Education and French Clemson University	
Tenured Associate Professor	EDCI 660	Doctor of Philosophy in Curriculum and Instruction University of North Carolina Master of Education in Reading Bachelor of Science in Elementary Education Winthrop University	

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications	Other Qualifications and Relevant Professional Experience
Tenured Professor	EDCO 602 EDCO 605 EDCO 681 EDCO 682 EDCO 683	Doctor of Philosophy in Educational Psychology and Research Masters in Library and Information Science University of South Carolina at Columbia Bachelors in English and Philosophy Wofford College	NC License, Media Specialist; SC License, Media Specialist
Tenured Professor	READ 570 READ 580 READ 605 READ 620 READ 635 READ 645	Doctor of Philosophy in Special Education University of North Carolina at Charlotte Masters in Elementary Education Bachelors in Multi-Disciplinary Studies West Virginia University	
Tenure Track Assistant Professor	EDCO 601 EDCO 605 EDCO 610 EDCO 681 EDCO 682 EDCO 683 SPED 681 SPED 591	Doctor of Philosophy in Special Education Graduate Certificate in Special Education- General Curriculum; University of North Carolina Charlotte Masters in Psychology College of St. Rose-School	P-12 SC certificate School Psychologist; Fundamentals of College Teaching UNCC; Helping Early Literacy w/ Practice Strategies (HELP)
Tenured Professor	Alternative Certification EDCO 602 EDCO 683	Doctor of Philosophy in Curriculum and Instruction North Carolina State University Masters in Elementary and Middle School Mathematics University of North Carolina at Charlotte Bachelors in Elementary Education University of North Carolina at Chapel Hill	
Non-tenure Track Instructor	PETE 550 PETE 566 PETE 590 PETE 591	Master of Education in Educational Leadership Southeastern Oklahoma State University Master of Arts in Teaching in Physical Education K-12 Winthrop University	This faculty member has hours beyond the master's level with professional development and teaching experiences.
Tenured Professor	LTEC 550 LTEC 551 LTEC 552 LTECH 553	PhD in Instructional Design and Development Masters in Instructional Design and Development University of Georgia Bachelors in English Furman University	
Tenure Track Assistant Professor	EDCO 682 MLED 500 MLED 510	EdD in Curriculum and Instruction Master of Education in Educational Administration University of South Carolina Bachelor of Arts in Elementary Education University of South Carolina	
Tenured Professor	EDCO 610 READ 605 READ 570 READ 580	PhD in Exceptional Student Education Florida Atlantic University Masters in Special Education Florida State University	Certifications and Endorsements: FL K-12 Exceptional Student Education; ESOL Endorsement; Certification for a Local Education Agency (LEA)
Tenured Associate Professor	EDCO 610 EDCO 681 EDCO 682 EDCO 683 SPED 585 SPED 681 SPED 689	Doctor of Philosophy in Special Education University of Texas Master of Education in Elementary Education and Elementary Special Education Bachelor of Education in Elementary Education Seoul National University of Education	National Teachers Certificate, Elementary Education, Seoul Korea
Tenured Professor	SPED 585 SPED 681 SPED 691	PhD in Special Education University of North Carolina at Charlotte	

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications	Other Qualifications and Relevant Professional Experience
Tenured Associate Professor	ENGE591 ENGE592 ENGE593	Doctoral in Curriculum and Instruction Master of Education in English Education University of Florida	
Tenured Professor	EDCI 661	Doctor of Philosophy in Human Development and Family Studies University of North Carolina at Greensboro Masters in Child Development and Family Studies Purdue University Bachelors in Early Education and Family Studies North Carolina Agricultural and Technical State University	
Tenured Professor	SPED 585 SPED 681 READ 615 READ 616 READ 620	Doctor of Philosophy in Applied Linguistics with Concentration in Learning Disabilities Katholische University, Germany,	Secondary certification, German and English; International Council of Communication Certification (EFL, ESL)
Tenured Associate Professor	READ 570 READ 580 READ 605 READ 620 READ 635 READ 645	Doctor of Education in Elementary Education Virginia Tech Master of Science in Education Curriculum and Instruction University of New England Bachelor of Science in Elementary Education Appalachian State University	
Tenured Professor	EDCI 662	Doctor of Philosophy in Early Childhood Education University of Tennessee Master of Education in Early Childhood Education University of Richmond	
Non-tenure Track Director of the Winthrop Office of Online Learning	EDCO 605 LTEC 550 LTEC 551 LTEC 552 LTEC 553	Doctor of Philosophy in Instructional Design for Online Learning Capella University Master of Education in Instructional Systems Technology Bachelor of Science in Business Administration Management Information System University of North Carolina - Charlotte	
Non-tenure Track Instructor (full time)	MAED548 MAED591 MAED592 MAED593 MAED694	Doctor of Education in Curriculum and Instruction University of South Carolina Master of Education in Secondary Mathematics Converse College	

Total FTE needed to support the proposed program: 0.5 FTE (no new faculty needed for the first five years)

Faculty: 3/8 FTE (three core courses only)

Staff: included in current role

Administration: 1/8 FTE (program director)

Faculty, Staff, and Administrative Personnel

No new faculty, staff, and administrative positions will be required. The courses listed above are currently taught by faculty with room in enrollment for additional students. The program director will be an existing faculty member who will be compensated through release time for their leadership. Therefore, there are no additional positions needed for at least the first five years as we build this program. The college will use curricular efficiencies to meet initial needs.

Resources

Library and Learning Resources

As the primary provider of scholarly information for the Winthrop University community, the Ida Jane Dacus Library is an integral part of Winthrop's instructional program. Through its collections, reference services, information literacy classes, and outreach programs, the Library enables university faculty, students, and staff to achieve their research and curricular goals.

The library is staffed by 5 professional librarians, 7 paraprofessionals/library technical assistants, and several student employees. During the fall and spring semesters the Library hours are as follows:

Monday – Wednesday	8:30 a.m.–9:00 p.m.
Thursday	8:30 a.m.–8:00 p.m.
Friday	8:30 a.m.–5:00 p.m.
Saturday	Closed
Sunday	3:00 p.m.–9:00 p.m.

A variety of library spaces - including group and individual study rooms, tables, and carrels - are available. There are 58 personal computers on the main and upper levels, and 8 Apple Macintosh computers on the main level. Many study rooms also have computers, and the wifi network enables those with laptops to set up a study space throughout the building. Black-and-white and color printing is available, as well as two scanners.

The Dacus Library website (<https://libguides.library.winthrop.edu/dacus>) provides the Winthrop community with information about the library's services, programs, collections, spaces, hours of operation, and contact information. One-on-one reference instruction and consultation are available during hours of operation either in-person, or via chat, text, phone, or email. Students can drop in, or make an appointment to meet with a librarian through the Book A Librarian service. Instructional faculty also have the option to request in-class information literacy sessions conducted by a librarian, tailored to the needs of their class. Again, these sessions can be in-person on campus, or virtual.

The Library's online catalog, OneSearch, is also available via the website and is the gateway to the resources available in our collections. Dacus is a member of PASCAL (Partnership Among South Carolina Academic Libraries), a consortium of over 50 academic libraries in the state. The online catalog is shared among PASCAL libraries, enabling patrons to find resources not only in Dacus but also in other members' collections. Links in the catalog records provide direct access to electronic books and articles. Physical materials in the circulating collections can be borrowed for the semester. Patrons who are unable to visit the library can request delivery of physical books through the postal service and email delivery of scanned chapters or articles. Winthrop students can expand their access to library resources through PASCAL's visiting patron service. With a valid Winthrop ID, currently enrolled students visit any PASCAL library and borrow materials directly. Through PASCAL's Pick Up Anywhere and Return Anywhere service, students may return library materials to any participating PASCAL library.

Dacus Library has holdings to support Winthrop's academic programs, including the MA Ed in Educational Studies. Overall monograph holdings across various access platforms include 285,200 unique print titles and 353,000 electronic books. An additional 731,700 ebooks are available through PASCAL-managed collections. Dacus has 2,285 serial titles in its physical collection, and access to 124,530 in electronic format. Additional serials in PASCAL-managed collections total 87,000.

Winthrop students have access to over 170 electronic databases/collections (including those provided by the South Carolina State Library through the SCDiscus program) containing resources in a variety of formats (monographs, journals, newspapers, streaming video, etc.) Dacus uses the OpenAthens authentication system, which enables Winthrop students access to electronic subscription resources from anywhere they have internet access.

Books, book chapters, and articles that are not available in Dacus Library holdings or subscriptions can be borrowed from another library via PASCAL Delivers or interlibrary loan. Interlibrary Loan and PASCAL Delivers (<https://libguides.library.winthrop.edu/ill/home>) are cooperative services between libraries that allow Winthrop faculty, students, and staff to obtain materials NOT available from Dacus.

PASCAL Delivers is a rapid book-delivery service managed by the PASCAL consortium that enables resource sharing among member libraries. Students and faculty can discover and request library materials that are not available at Dacus from participating PASCAL libraries. Digitized materials – such as book chapters or articles – are sent to requestors electronically and physical materials are mailed to Dacus. Borrowed materials will be mailed to off-campus patrons upon request. Students in South Carolina have the option of going to a PASCAL library near them to pick up materials.

Dacus participates in OCLC—an international catalog that includes libraries around the world. Interlibrary loan through OCLC is available for books and articles that are not in Dacus or PASCAL collections. Like PASCAL Delivers, materials will be sent to Dacus. Requesters can pick up the items or request mail delivery. Digitized materials such as book chapters or articles are sent electronically.

Student Support Services

Winthrop University supports its graduate students in many ways.

Admissions and Recruitment, as well as support through the application process is handled through the School of Graduate, Professional, and Continuing Studies. Additional services and assistance for students in fully-online programs is provided by our service partner – Risepoint. The School also provides assistance in thesis preparation, monitoring academic standing, and coordinating commencement.

Academic Advising is provided by the student's faculty advisor, the program coordinator or by the Director of Graduate Studies.

The Office of Student Wellness provides counseling and student health services for all students.

The Office of Financial Aid provides services around the financial aid process, including any scholarships and student loans.

The Office of Records and Registration assists students with registration questions, and works with the School of Graduate, Professional, and Continuing Studies on academic standing, and commencement.

Graduate Students at Winthrop can also access the services of the Winthrop Writing Center and the Mathematics Resource Center for assistance on writing and for statistics courses.

Physical Resources/Facilities

We are proposing a master's degree that has three online CORE courses and uses existing course work to comprise the program of studies. Therefore, existing facilities will be sufficient for the first five years of the program.

Equipment

No additional equipment needed

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: Some existing courses will have increase enrollments, but these have the capacity to meet initial demand without additional sections or offerings.

☐ No

Financial Support

Sources of Financing for the Program Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Grand Total
Tuition Funding	\$177,400	\$230,620	\$266,100	\$532,200	\$709,600	\$1,915,920
Specific Fees						
Special State Appropriations						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	\$177,400	\$230,620	\$266,100	\$532,200	\$709,600	\$1,915,920

Estimated Costs Associated with Implementing the Program by Year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Grand Total
Program Administration						
Faculty/Staff Salaries						
Facilities						
Equipment, Supplies, and Materials						
Library Resources						
Institutional Overhead	\$70,960	\$92,248	\$106,440	\$212,880	\$283,840	\$766,368
Total Costs	\$70,960	\$92,248	\$106,440	\$212,880	\$283,840	\$766,368
Net Revenue	\$106,440	\$138,372	\$159,660	\$319,320	\$425,760	\$1,149,552

Budget Justification

Tuition funding is calculated using the enrollments previously indicated and the following tuition costs:

- Fall – 12 credit hours represent FT graduate tuition of \$7,813
- Spring – 9 credit hours paid by the credit at a rate of \$653 per credit hour
- Summer – 9 credit hours paid by the credit at a rate of \$450 per credit hour

Although some individuals enrolled may choose elective and specialization coursework that would lead to a new endorsement or certification requiring a certification exam, this is neither expected or required as part of the program so no additional fees are included.

Institutional overhead is calculated as 40% of net tuition revenue and goes toward overall university expenses such as utilities and administration.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Provide educators with opportunities for customized advanced exploration of educational topics.	Program completers will articulate specific areas of increased professional knowledge related to the individualized pathway taken.	<ul style="list-style-type: none"> • Exit survey
Provide educators with stackable credentials.	Program completers will meet qualifications for at least one teacher endorsement or certification not held at time of admission.	<ul style="list-style-type: none"> • Exit Survey • Add-on/endorsement paperwork log in Student Academic Services
Develop research and assessment skills necessary to evaluate teaching and learning in the PK12 classroom.	<ul style="list-style-type: none"> • Completers can summarize the purpose and value of educational research. • Completers can design and implement a research exploration to explore a problem of practice within their own setting. • Completers can select and implement appropriate data analysis skills to explore fidelity of evidence-based practice. 	<ul style="list-style-type: none"> • Literature reviews and discussions • Research Proposal Assignment • Research Implementation Report
Analyze past, current, and emerging educational policy considerations and related processes involved.	<ul style="list-style-type: none"> • Completers can discuss various principles and concepts underlying educational policy and advocacy. • Completers can interpret factors impacting policy considerations at multiple levels of implementation. • Completers can assess and discuss the implications and outcomes of existing policy while discussing possibility impact of emerging policy. • Completers evaluate the ethical considerations of policy and advocacy work. 	<ul style="list-style-type: none"> • Policy review reflections • Policy and advocacy presentations • Final paper is EDCO 682 exploring multiple related policy and advocacy areas

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Analyze and synthesize current trends in education.	<ul style="list-style-type: none"> Synthesize key trends impacting the education industry and describe the various impacts on stakeholders. Explain the relationships between policy, regulation, and trends. With an emphasis on the impacts of these within the education industry. 	<ul style="list-style-type: none"> Presentations on key trends Discussion threads on interrelated trends, policy, and impacts Final project in EDCO 681 in which students explore the far reaching aspects of a trend of interest to the educator

The program collects key performance data as listed above in each course offering or at the end of program. Data are annually reviewed by program faculty through a university-based Continuous Improvement Process (CIP). The CIP includes a report that compares performance on each program and student outcome to established targets for performance. Data are compared with past performance to examine trends. The analysis of results inform plans for further development and improvement. The department chair and college evaluate assessments, data analysis, and plans. A set of trained peers external to the college and program use an established rubric to evaluate the report, review the assessment practice, and provide feedback.

Every seven years the program undergoes a more extensive program review including both internal and external review and feedback. This level of review focuses on the assessment areas noted above as well as overall performance of the program in areas such as enrollment, degree completion, outcomes of completers, and feedback from various stakeholders.

Program advisory committees periodically review data and make informed suggestions to the program in light of changes in the field. The result of this review informs both the CIP and program review reports. The alignment of annual review, feedback from the field, examination of trends in data, and more extensive self-study allows for a robust and ongoing consideration of the impact on students, needed change within the curricula, and the continued viability of the program.

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

Two goals of *The Winthrop Plan*, the University's strategic plan, are supported by the assessment of academic programs; specifically to "support inclusive excellence by expanding our impact on students" and to "continually enhance the quality of the Winthrop experience for all students." The process of student learning assessment, although focused at the program level, is informed by University structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program, (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources, and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program, within Winthrop University's four degree-granting colleges, is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

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

☐ Yes

☒ No: Teachers may use coursework included in the program to seek add-on certification or endorsements.

Explain how the program will prepare students for this licensure or certification. – Not applicable

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

Letters of Support



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Letter of Support

Dear CHE Committee:

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