ACAP
Agenda Item 4c
3/18/10

PROGRAM PLANNING SUMMARY
A NEW DEGREE PROGRAM

Master of Education
In Teaching and Learning

Clemson University

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Master of Education in Teaching and Learning

Classification: New Degree Program

Projected Number of Credit Hours: 30 semester hours

Proposed Date of Implementation

August, 2010 or as approved by CHE and SACS

USOE Taxonomy of Instructional Programs in Higher Education: 13.1205 (Secondary Education and Teaching).

Delivery: The program will incorporate online, blended, and face-to-face instruction.

Site/locations: Main Campus and Blended Delivery at the University Center of Greenville, 100% online, and as contracted

Justification

The proposed Master of Education (M.Ed.) in Teaching and Learning is a new program designed to replace 5 existing M.Ed. programs currently offered in the Eugene T. Moore School of Education (Secondary Mathematics Education, Secondary Science Education, Secondary English Education, Secondary Social Studies Education, and Elementary Education). The Teaching and Learning degree will establish a core (six courses) while providing strands specific to each specialization area. The core will include courses in Research Methods and Action Research, Educational Tests and Measurement, Curriculum Theory and Development, Educational Psychology, and Schooling Context. Each Specialization area will focus on current topics specific to teaching that content or level. The total credit hour requirement will be 30 to include completion of a Comprehensive Exam. The program will involve collaboration from the various specializations listed above for delivery. Admission requirements will include teacher certification or the equivalent. Students in this program will not be eligible for the supplemental Palmetto Fellows and Life Scholarships.

The Teaching and Learning M.Ed. program will enable quality instruction for certified teachers to be planned and delivered in a more efficient manner. By consolidating five different programs with five different curricula, Program Coordinators, and Assessment Plans into one, the Teaching and Learning degree will streamline the delivery of this program and enable more students to enroll. In addition, the new program will be more easily delivered in cohort and contract models to various school districts as well as through blended and online formats. As such, this degree will better meet the needs of practicing teachers and allow the School of Education to maximize its use of current technological resources.

Anticipated Program Demand and Productivity

As of the Fall, 2009 semester the total census for the existing programs is 22 students. It is expected that will the increased flexibility in delivery coupled with the consolidation of resources (course offerings and assessments) that the program would reach 50 enrolled students within two years. Requests for Master's Degree offerings by certified teachers remains one of the most common requests from both individuals as well as School Districts.

Assessment of extent to which the proposed program duplicates existing programs in the state

While there are several graduate programs designed for practicing teachers in the State, the critical needs to retain high quality teachers in these subject areas and levels have been annually validated by the State Board of Education and the Center for Educator Recruitment, Retention, and Advancement (CERRA). Additionally, there is no program similar to this in the State in terms of delivery. The uniqueness of this M.Ed. program is evidenced by the following:

- Participants may begin process while still employed and located in another State.
- Curriculum is based on cutting-edge research and best practices.
- Some course offerings will be delivered via Internet delivery with synchronous and asynchronous options.
- Blended-learning opportunities are provided in many courses.

Relationship of the proposed program to existing programs at the proposing institution

This program is designed to replace five currently offered programs within the School of Education. As such, upon implementation there will be no duplication of an existing program.

Relationship of the proposed program to other institutions via inter-institutional cooperation

The Teaching and Learning M.Ed. program will be housed in the School of Education and courses will be delivered on campus, online, and at off-campus locations such as the University Center in Greenville and in specified school districts. While no specific arrangement for collaboration with another institution has been developed, it can certainly be considered in the future. In addition, course transfers from other institutions with congruent content and level will be honored.

Total new costs associated with implementing the proposed program

Since this will be a consolidation of five existing programs into one, there will be no additional costs associated with the development, implementation, or delivery of these courses or this program.

Proposed Curriculum

Core - 18 hours

EDF 778 Experimental and Non-experimental Research Methods in Education I
EDEL 760 / EDSEC 738: Curriculum Theory and Development
EDF 702 Advanced Educational Psychology
EDF 770 Educational Inequities in American Public Schools
EDSEC 860 Action Research
EDF 808 Educational Tests and Measurements
*Students who have not successfully completed an undergraduate content reading course must, in addition, take READ 864.

Specialty Courses - 12 hours

Specialty courses must be chosen in conjunction with the major advisor. Specialty coursework should be related to one of the following emphasis areas: Secondary Mathematics Education, Secondary Science Education, Secondary English Education, Secondary Social Studies Education, and Elementary Education.