

PROGRAM MODIFICATION

FOR

M. ED. IN SECONDARY EDUCATION
Mathematics, Science, English, Social Studies

Clemson University

Submitted August 1, 2008



James F. Barker FAIA, President, Clemson

Program Contact:

Bob Horton, Coordinator of Secondary Education
409B Tillman Hall, Clemson University
Clemson, SC 29634-0705
Phone: 864.656.5127. Fax: 864.656.1322
Email: bhorton@clemson.edu

**Master of Education (M.Ed.) program in Secondary Education
concentrations in Mathematics, Science, English, and Social Studies**

Classification

This modification will allow the program to be offered in the Greenville area, UCG, and through distance education, as well as on-site at the main campus of Clemson University.

Academic Unit:

Eugene T. Moore School of Education, Clemson University

Designation, type, and level of degree: Master of Education (M.Ed.)

Proposed Date of Implementation: January 2009

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

Students in this program are not eligible for the supplemental Palmetto Fellows and Life Scholarships.

Delivery Mode: A blend of traditional face-to-face instruction and distance learning.

Justification

Statement of the Purpose and Objectives of the Program

The purpose of the M.Ed. program in secondary education is to strengthen both the pedagogical knowledge and the discipline-specific content knowledge of practicing secondary teachers in the areas of mathematics, science, English, and/or social studies.

Need for the Program

The need to improve instruction in secondary education is an on-going concern. Teachers are in need of advanced courses that will strengthen both their content and their pedagogy. The Clemson M.Ed. program addresses both of these areas. Due to the demands placed on teachers' time, the need for high quality on-line courses has grown considerably in recent years, a need that this modification will help address. Further, the Greenville County School District, which has the largest number of secondary teachers in the state of South Carolina, has requested that the Clemson M.Ed. be made available to their faculty in the Greenville area and/or via distance education.

Centrality of Program to the Mission of the Institution

Teacher education has long been central to the mission of Clemson University, and outreach is vital to its position as the land grant institution in the state. This program fits well within its mission. The distance-learning component of this program demonstrates Clemson's interest in and willingness to exploit the delivery efficiencies and outreach potential of distance learning technology.

Relationship of Proposed Program to Related Programs at Clemson University

This M.Ed. will work in full conjunction with the M.Ed. program in secondary education currently offered only at the Clemson campus. It will give greater flexibility so that the program can meet the needs of teachers who live farther away from Clemson than the current M.Ed. allows. It will employ current education faculty, but will allow Clemson to draw students from a currently underserved population, both in the Greenville area and in more remote areas of the state.

Description of Proposed Program Related to Programs at Other Institutions

According to the Commission on Higher Education website, several colleges and universities in South Carolina (Bob Jones University, Charleston Southern, Coastal Carolina, Converse College, South Carolina State University, and the University of South Carolina at Columbia) offer M. Ed. programs in secondary education. However, even with these programs, the demand for developing teachers' content knowledge and pedagogical skills remains strong. Clemson's content-specific programs and focus on contextually relevant, inquiry-based strategies go beyond the more generic nature of most other M.Ed. programs. In addition, the online courses will allow teachers who do not live in close proximity to a university to develop their skills, and the offering of courses in the Greenville area will meet the request of officials from the Greenville County School District. The program will be run entirely by Clemson University. Though students may take, under the advice and consent of their advisors, content courses at other institutions, no other institutions will be formally involved in the program.

Enrollment

Admission Criteria

For admission, individuals must have a baccalaureate degree from a regionally accredited university and admission to the Clemson University Graduate School. To be considered for admission to the Graduate School candidates must submit: an online application, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), two recommendations, a copy of a valid teaching certificate, and competitive GRE scores.

Projected Enrollment

Enrollment is based on 20 students taking 6 courses per year (2 in fall, 2 in spring, and 2 in summer) times 3 credits per course.

| PROJECT TOTAL ENROLLMENT | | | | | | |
|---------------------------------|-------------|--------------|---------------|--------------|---------------|--------------|
| YEAR | FALL | | SPRING | | SUMMER | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2009-2010 | 20 | 120 | 20 | 120 | 20 | 120 |
| 2010-2011 | 20 | 120 | 20 | 120 | 20 | 120 |
| 2011-2012 | 20 | 120 | 20 | 120 | 20 | 120 |
| 2012-2013 | 20 | 120 | 20 | 120 | 20 | 120 |
| 2013-2014 | 20 | 120 | 20 | 120 | 20 | 120 |

| ESTIMATED NEW ENROLLMENT | | | | | | |
|---------------------------------|-------------|--------------|---------------|--------------|---------------|--------------|
| YEAR | FALL | | SPRING | | SUMMER | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2009-2010 | 16 | 96 | 16 | 96 | 16 | 96 |
| 2010-2011 | 16 | 96 | 16 | 96 | 16 | 96 |
| 2011-2012 | 16 | 96 | 16 | 96 | 16 | 96 |
| 2012-2013 | 16 | 96 | 16 | 96 | 16 | 96 |
| 2013-2014 | 16 | 96 | 16 | 96 | 16 | 96 |

Based on comment from administrators in the Greenville County School District and requests received at Clemson, we believe we can readily fill cohort groups of 20 teachers every two years. Currently, we are currently enrolling approximately four students per year.

Curriculum

Plan of Study

Required Education Courses (15-18 hours)

ED 860 Classroom Action Research

EDF 778 Experimental and Non-experimental Research Methods in Education I

EDF 808 Educational Tests and Measurements

EDSEC 765 Secondary School Curriculum

EDSEC 803 Advanced Methods of Teaching in the Secondary School

*READ 864 Teaching Secondary School Reading

*If the student has successfully completed an undergraduate content reading course, this requirement is waived.

Content Emphasis Courses (18-21 hours)

A minimum of 18 hours of content courses at the 600, 700, or 800 level, approved by the advisory committee, will be completed in English, mathematics, natural sciences, or social sciences. Students must complete EDSEC 841, 842, 843, or 844. Students in mathematics must also complete EDSEC 637 unless a similar undergraduate course was completed. Appropriate courses in emphasis areas include the following:

English- composition, literature, drama, theatre, communication studies, visual arts, technical writing, graphic communications.

Mathematics- mathematics, experimental statistics, computer science

Natural Sciences- astronomy, biology, botany, chemistry, crop and soil environmental science, entomology, environmental sciences, genetics, geology, microbiology, physics, zoology, and selected courses in animal and veterinary sciences, food science, health science, horticulture, plant pathology, wildlife and fisheries biology

Social Studies- cultural studies, economics, geography, history, political science, psychology, sociology

Electives (0-3 hours)

EDF 680 Educational Applications of Microcomputers

EDF 682 Advanced Educational Applications of Microcomputers

EDF 690 Student Management and Discipline

EDF 701 Human Growth and Development

EDF 702 Advanced Educational Psychology

EDF 870 Schooling as a Cultural Process

EDF 872 History of American Education

EDL 800 Philosophy, Schooling, and Educational Policy

Assessments of Student Learning Outcomes

The Secondary Education program requires a minimum of 36 credit hours in graduate courses with a grade-point ratio of 3.0 or higher, of which 18 hours must be from courses at the 700-level or above. Graduate students must pass a comprehensive examination that will be written and arranged at a specified time each semester.

Faculty

| Staff by Rank | Highest Degree Earned | Field of Study | Teaching In Field (Yes/No) |
|------------------------|-----------------------|----------------------------|----------------------------|
| Professor #1 | Doctorate | Educational Psychology | Yes |
| Professor #2 | Doctorate | Curriculum and Instruction | Yes |
| Professor #3 | Doctorate | Geology Education | Yes |
| Professor #4 | Doctorate | Biological Sciences | Yes |
| Associate Professor #1 | Doctorate | Mathematics | Yes |
| Assistant Professor #2 | Doctorate | Curriculum and Instruction | Yes |
| Assistant Professor #3 | Doctorate | English | Yes |
| Assistant Professor #4 | Doctorate | History | Yes |
| Assistant Professor #5 | Doctorate | Educational Foundations | Yes |
| Assistant Professor #6 | Doctorate | Educational Foundations | Yes |

Physical Plant

The physical plant and facilities for the MAT program are sufficient. A significant portion of the courses will be offered on-line, requiring only office space for faculty. The face-to-face courses will be offered at the University Center in Greenville, at which Clemson has sufficient facilities.

Equipment

We do not anticipate the need for the purchase of any major equipment items for the first five years of delivery of this program. We do anticipate maintaining and adding to our existing support materials for Curriculum and Instruction and for technology support through computers, Smart Boards, and other instructional pieces of equipment. However, Clemson University does a good job of maintaining and replacing these items as required, and the needs in this area will not exceed existing needs for current programs.

Library Resources

Quantitative Comparison of Institution's Current Holdings

The Clemson University Libraries are composed of R.M. Cooper Library, Special Collections, Gunnin Architectural Library, and the F.W. Symmes

Library (located at the University Center). The general collection at R.M. Cooper Library consists of approximately 1.5 million books, 6,000+ current periodicals, and 11,000+ electronic journals. The F.W. Symmes Library at the University Center is open to all students, faculty, and staff, offering electronic databases and access to all participating university libraries. The Libraries are a U.S. Federal Document Depository and receive federal government publications, extension publications, technical reports, and maps. South Carolina government publications are also collected. The Libraries are fully networked and provide access to an online catalog, a variety of databases, regional and worldwide library catalogs, and the Internet. Fourteen professional librarians and five library technical assistants provide reference service in the main library. One reference librarian serves as a liaison and research specialist for faculty, staff, and students in the Eugene T. Moore School of Education.

The Libraries' broad education collection includes more than 44,000 monographs, 200 current print journals, and access to more than 600 electronic journals.

Qualitative Assessment of Current Holdings in View of New Program

In addition to the high quality of the existing library resources, many services are provided that also extend and enrich the capacity of the library system. Some of these services include the following:

Interlibrary Loan: the Libraries provide interlibrary loan for all types of material not held in the collection. This service is provided free of charge to faculty, staff, and students.

Document Delivery: faculty, staff, and distance-education students may request library services using online forms. Services include book checkout and delivery, photocopying of library materials, and materials pickup.

Research Support: the education librarian specializes in education information resources and is available for faculty/student research support and consultation. Recent requests from faculty include comprehensive literature reviews on specific topics, citation verification, quotes and source verification, report of high-impact education journals, and in-office training of library databases.

Library Instruction: the education librarian teaches subject-specific library instruction classes upon faculty request. Instruction takes place in the library's instructional lab, equipped with twenty-five computers for teaching online database searching techniques. Basic library instruction is provided for all first year students during English courses.

Reciprocal Borrowing: the Libraries have reciprocal borrowing agreements with all public institutions of higher education in South Carolina, independent colleges affiliated with the South Carolina Independent Colleges & Universities,

OCLC Reciprocal Borrowing Program Participants (faculty only), and the main library at the University of Georgia in Athens (faculty and graduate students). Faculty, staff, and students who plan to visit a participating library must stop by the Circulation Desk in Cooper Library to request a borrower's card.

Accreditation, Approval, Licensure, or Certification

Professional Accreditation

As an advanced, non-certifying program, the M. Ed. in Secondary Education at Clemson University is subject to specialized or professional accreditation by the Commission on Higher Education. The proposed change will not have an impact upon the preparation and submission of the accreditation documents.

Licensure or Certification

The M.Ed. program does not lead to certification or licensure. It is designed for teachers who already possess certification.

Description of How the Proposed Program Addresses Core Propositions of the National Board for Professional Teaching Standards

The Master's of Education degree in Secondary Education addresses the core propositions set forth by the National Board for Professional Teaching Standards (NBPTS). Below is a figure that describes the core propositions and the matching elements in the Master's program in Secondary Education.

| NBPTS Core Proposition | Elements in Clemson University Master's Degree in Secondary Education |
|--|---|
| 1. Teachers are Committed to Students and Learning | Within the curriculum and advanced methods courses (EDSEC 803, EDSEC 765), an emphasis is placed on meeting the needs of all students in regard to both the materials used and the strategies used to teach them. |
| 2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students | Approximately half the program focuses on content in the appropriate subject area. These courses are approved by the educational faculty. Subject specific methods are addressed in EDSEC 84x. |

| | |
|---|--|
| 3. Teachers are Responsible for Managing and Monitoring Student Learning | The importance of monitoring and managing student performance and learning is addressed in EDSEC 803. Formative assessment plays a significant role in the strategies addressed in this course. |
| 4. Teachers Think Systematically about Their Practice and Learn from Experience | This is emphasized in EDSEC 765 and EDSEC 803. Students are required to complete a major assignment in which they reflect upon their practice. By focusing on in-service cohorts, a systematic approach to monitoring, reflecting upon, and improving practice will be come a stronger thread. |
| 5. Teachers are Members of Learning Communities | The cohort nature that this modification provides will strengthen the learning communities we intend to develop. Groups will enroll in the core courses together, following a predetermined schedule. |

Articulation

This program has been developed for practicing secondary teachers in mathematics, science, English, and social studies. Consequently, a natural path exists from undergraduate programs in secondary education to this program. In the past, some M.Ed. students have enrolled full-time. However, with this program modification, the target audience will be in-service, certified teachers who can reflect upon their practice as they develop their content knowledge and their pedagogy.

Estimated New Costs

These are expressed in the following table.

Faculty salaries are based on an estimate of \$72,000 per year, and the program requiring 0.75 FTE's. A 3% yearly increase is also included. The program administration fee (50% committed to this program) is based on an \$80,000 salary and annual increases of 3%. Tuition revenue is based on 16 students times 6 courses per year times 3 credits per course times \$500 per credit for education courses = \$144,000. Students tend to be part-time in the program. The MRR formula for use was calculated by the Business Office as \$11,130/FTE. An FTE is calculated as 12 credit hours=1 FTE.

ESTIMATED NEW COSTS BY YEAR

| CATEGORY | 1st | 2nd | 3rd | 4th | 5th | TOTALS |
|-------------------------------|-------------------|------------------|------------------|------------------|------------------|-------------------|
| Program Administration | \$40,000 | \$41,200 | \$42,436 | \$43,709 | \$45,020 | \$212,365 |
| Faculty Salaries | \$54,000 | \$55,620 | \$57,289 | \$59,007 | \$60,777 | \$286,693 |
| Graduate Assistants | | | | | | |
| Clerical/Support Personnel | \$19,000 | \$19,570 | \$20,157 | \$20,762 | \$21,385 | \$100,874 |
| Supplies and Materials | \$1,000 | \$1,030 | \$1,061 | \$1,093 | \$1,126 | \$5,310 |
| Library Resources | | | | | | |
| Equipment | | | | | | |
| Facilities | | | | | | |
| Other (Travel/Training Needs) | \$3,000 | \$3,090 | \$3,183 | \$3,278 | \$3,377 | \$15,928 |
| TOTALS | \$ 117,000 | \$120,510 | \$124,126 | \$127,849 | \$131,685 | \$ 621,170 |

SOURCES OF FINANCING BY YEAR

| | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|--------------------|
| Estimated FTE Revenue Generated from the State | \$ 267,120 | \$ 267,120 | \$ 267,120 | \$ 267,120 | \$ 267,120 | \$1,335,600 |
| Tuition Funding (New Students Only) | \$144,000 | \$144,000 | \$144,000 | \$144,000 | \$144,000 | \$720,000 |
| Other State Funding (Legislative Approp.) | | | | | | |
| Reallocation of Existing Funds | | | | | | |
| Federal Funding | | | | | | |
| Other Funding (Endowment, Auxiliary, etc.) | | | | | | |
| TOTALS | \$411,120 | \$411,120 | \$411,120 | \$411,120 | \$411,120 | \$2,055,600 |

Institutional Approval

There is no change to the curriculum in this proposal, and the program has been previously approved by the department, college, and university curriculum committees as well as CHE.

The faculty of Teacher Education,

Teacher Education Faculty Chair, September 5, 2007

Dean of the College of Health, Education, and Human Development, September 5, 2007

Provost and Vice President for Academic Affairs, February 1, 2008

President, February 1, 2008

Board of Trustee Approval, February 7, 2008