

**New Program Proposal
Master of Education
Teaching and Learning
with Concentrations in Mathematics Education, Science Education, English
Education, Social Studies Education, Elementary Education
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Master of Education degree in Teaching and Learning with concentrations in Mathematics Education, Science Education, English Education, Social Studies Education, and Elementary Education to be implemented Spring 2011. The program will be offered through blended delivery on the campuses of Clemson University and the University Center of Greenville, and online.

The Program Planning Summary was submitted by Clemson University to the Commission on Higher Education on February 2, 2010. It was reviewed and voted upon favorably without substantive comment by the Advisory Committee on Academic Programs (ACAP) on March 18, 2010. Clemson's Board of Trustees approved the proposal on February 10, 2010. The final proposal was received by the Commission on May 17, 2010.

This proposed program is designed to provide an advanced degree and experiences for certified teachers in South Carolina and beyond. According to the proposal, the objectives of the program are to enhance the practice of certified teachers, provide a source for the development of highly qualified teachers and provide a rigorous program of study grounded in current research.

There are three public institutions (Coastal Carolina, Winthrop University, and College of Charleston) and five independent institutions (Anderson University, Claflin College, Columbia International, Columbia College and Southern Wesleyan University) in the state that offer similar masters degree programs in teacher education. The proposed program will replace five existing M.Ed. programs (Secondary Mathematics Education, Secondary Science Education, Secondary English Education, Secondary Social Studies Education, and Elementary Education) currently offered at Clemson University. The proposal states that the proposed program is unique to the state because students may begin the program while employed and located in another state, the curriculum is based on cutting-edge research and best practices, some courses will be delivered via Internet with synchronous and asynchronous options, and blended-learning opportunities will be provided in many of the courses. The proposed degree program will be housed on-site in the School of Education and courses will be delivered on campus, online, and at off-campus locations such as UCG and school districts by contract.

The institution anticipates that there will be 16 new students (9.0 FTE) at Clemson in the proposed program's first year, increasing to 32 students (27.3 FTE) in the second year, and increasing to 45 students (33.8 FTE) in the third through fifth years of the new program. According to the proposal, these estimates are based on current requests for the program and the alternative delivery format. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

Admission to the proposed degree program will require students to have a baccalaureate degree in their certification area from a regionally accredited university and be granted admission to the Clemson Graduate School and the M.Ed. program. In addition, students must have a GPA of 2.5 or higher, competitive GRE scores, a statement of intent, two recommendations, and a valid teaching certificate. The curriculum for the proposed degree program is composed of two elements: core pedagogical coursework (18 credit hours) and specialty coursework (12 credit hours) related to the concentration chosen. No new courses will be added to the catalog as all required courses are currently offered in existing education degree programs.

Extensive ongoing student assessment is required by the National Council for Accreditation of Teacher Education (NCATE). According to the proposal, the assessment system is aligned with NCATE and National Board of Professional Teaching Standards (NBPTS) and data will be collected through six different assessments. The proposed program will utilize six key assessments that are unique to the program. The proposed assessments are: 1) a comprehensive examination in content, 2) a state content standards critique, 3) a unit plan, 4) an action research project, 4) to develop and use an authentic assessment instrument, and 5) a comprehensive exam in a critical issue in the content area. State approval from the South Carolina Department of Education (SCDE) is not required for graduate programs in teacher education unless the advanced degree will lead to licensure.

Faculty for the proposed master's degree will be drawn from existing education faculty currently teaching in the graduate programs. No new full-time faculty members will be hired in the first five years of the proposed degree program's operation. In the first five years, there will be 13 faculty members (1.25 FTE) teaching in the proposed master's degree program at the institution.

The proposal states that no new space or facilities are needed for the proposed concentration. The proposal also notes that existing instructional equipment will be sufficient for the proposed degree program, with the exception of maintaining and adding to the existing support materials and for technology support. According to the proposal, there is an anticipated need to maintain and add to existing support materials for Curriculum and Instruction and for technology support through computers, Smart Boards and other instructional pieces of equipment and that these needs will not exceed existing needs of current programs. In addition, the proposed degree program will not require additional library resources.

The proposed program will be subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE). The program must demonstrate to the South Carolina Department of Education (SCDE) discipline-specific outcomes as articulated in the review of graduate programs, including the National Board of Professional Teaching Standards (NBPTS), as part of the review of Master's degree programs for the NCATE review.

New costs and sources of financing identified by the institution for the proposed program are shown below.

ESTIMATED NEW COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Clerical/Support Personnel	\$0	\$0	\$0	\$0	\$0	\$0
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	\$ 4,000	\$4,120	\$4,244	\$4,371	\$4,503	\$ 21,238
SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from the State	\$202,864	\$405,728	\$ 570,555	\$ 570,555	\$ 570,555	\$ 2,320,257
Tuition Funding (New Students Only)	\$76,600	\$228,900	\$283,500	\$283,500	\$ 283,500	\$1,156,000
Other State Funding (Legislative Approp.)						
Reallocation of Existing Funds						
Federal Funding						
Other Funding (Endowment, Auxiliary, etc.)						
TOTALS	\$279,464	\$634,628	\$854,055	\$854,055	\$854,055	\$3,476,257

These data show that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the proposed program will be able to cover costs beginning in the first year and thereafter. In an effort to deal with reductions in appropriations to the state, and because tuition revenue alone will not support the proposed program, Clemson University is reallocating existing internal resources to cover the cost of this program.

In summary, Clemson University seeks approval to offer a program leading to the Master of Education in Teaching and Learning with concentrations in Mathematics Education, Science Education, English Education, Social Studies Education, and Elementary Education. This program is needed to provide advanced degrees for certified teachers in South Carolina through a blended delivery. The proposed program will replace five current education master's degrees at Clemson University.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to a Master of Education degree in Teaching and Learning with concentrations in Mathematics Education, Science Education, English Education, Social Studies Education, and Elementary Education at Clemson University, to be implemented in Spring 2011 and offered on the Clemson campus through a blended

CAAL
Agenda Item 2d
9/2/10

delivery with courses offered at the University Center of Greenville, provided that no “unique cost” or other special state funding be required or requested, and provided further that the M.Ed. programs in Secondary Mathematics Education, Secondary Science Education, Secondary English Education, Secondary Social Studies Education, and Elementary Education be discontinued by Spring 2011.