

**New Program Proposal
Master of Arts in Teaching
Secondary Education
Clemson University**

Summary

Clemson University, in collaboration with The Citadel, South Carolina State University and the University of South Carolina, requests approval to offer an on-line program leading to a Master of Arts in Teaching degree in Secondary Education in English/Language Arts, Science, and Mathematics, to be implemented in June 2005. All four institutions have been working together under the “Troops to Teachers” program for the past three years to design on-line courses for initial teacher certification in the three secondary education fields noted above. Referred to as the “SC T3 Coalition,” the program was conceived originally for exiting members of the military. However, the project has broader applicability and therefore has been expanded into a degree program that will recruit, train, place and follow-up career-changing professionals from other states to bolster the supply of teachers in South Carolina.

The Clemson University Board of Trustees approved the proposal on October 22, 2004. The proposal was submitted for Commission review on February 15, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

Representatives of the four South Carolina SC T3 Coalition institutions (Clemson University, The Citadel, South Carolina State University and USC-Columbia) have worked together to develop and refine the curriculum leading to the Master of Arts in Teaching degree in three disciplines. According to the agreement, each member institution eventually plans to offer the program to qualified students in its area of the state and will be added to this proposal through a program modification at the appropriate time.

Representatives from each institution are seeking approval for the program and have agreed that program costs will be borne by each SC T3 Coalition member as they receive approval. Clemson University was the first to receive institutional approval. The proposed program offered by Clemson will bear program costs associated with offering the Master of Arts in Teaching degree

program, including supervisors clinical experiences in the northwest region of the state. As other SC T3 Coalition members receive institutional approvals, they plan to offer the on-line courses as well as supervise clinical experiences in their particular region of the state.

The purpose of the program is to offer a Master of Arts in Teaching degree in three of the Secondary Education disciplines to students seeking initial teacher certification. The proposed program will provide mature, well-trained professionals with graduate-level curriculum delivered through distance learning technologies and in-state practicum and internship experiences. The SC T3 Coalition infrastructure allows adult students who are retiring or leaving a variety of other careers to pursue a second career in teaching. Because its coursework will be delivered on-line, the proposed program is anticipated to attract significant numbers of qualified career changers from outside the state.

The 2004-05 and 2005-06 secondary education “critical subject need” areas identified by the South Carolina State Department of Education include English/Language Arts, Science and Mathematics. The proposed program promotes entry of content-ready, mature individuals who want to teach in these areas and serve students in high need schools. Students attracted to the proposed program will seek education as a second career and will have enjoyed a successful first career in the military, in industry, engineering, medicine or another profession.

Programs in Secondary Education at the Master’s level in traditional formats are offered at Lander University, South Carolina State University, The Citadel, Coastal Carolina University, Winthrop University, Charleston Southern University, and Converse College. The proposed program offered by Clemson University as a member institution of the SC T3 Coalition is intended to focus exclusively on serving mature, returning students from diverse backgrounds and locations.

The curriculum of the proposed program consists of 38 credit hours of graduate coursework delivered via distance education technologies, a three-week teaching practicum, and a 14-week internship experience. All students must complete a professional digital portfolio that will be evaluated by the university supervisor and the cooperating teacher and will be shared with students in the cohort at the conclusion of the program. Ten new courses reflecting the focus of the collaborative have been developed for the program and are identified using a unique number system. The collaborative nature of the SC T3 Coalition provides students with a common curriculum, and students will have to take courses from each of the T3 Coalition institutions.

The program will not require the addition of full-time faculty members in the Clemson University School of Education. However, plans include hiring qualified adjunct faculty from partner institutions. For example, USC faculty members will teach the Adolescent Growth and Development course. All adjunct faculty members will be subject to the Clemson University adjunct faculty application process. Practicum and internship activity will be supervised by Clemson University faculty or Coalition partner institution faculty members, depending on the location of the internship in the state of South Carolina.

Students applying for the proposed program must hold a Bachelor or Master's degree in the intended certification area (English/Language Arts, Science or Mathematics) or a degree in another area with a minimum of 30 credit hours in the certification field (21 of these at the junior or senior level). Additionally, students must present passing Praxis II specialty area test scores and present an admissions essay along with evidence of five years professional experience. There are 30 students who are currently waiting to receive Praxis scores and another 30 students who have not enrolled in the science prerequisite course. Students in the program are required to maintain a 2.5 overall grade point average.

Enrollment in the proposed degree program, as part of the SC T3 Coalition activity, is based on a 20 student cohort design and will admit a cohort of students during fall, spring, May, summer I , and summer II sessions. The program is estimated to begin with 80 headcount students (106 FTE) in FY 2005-2006, and remain at 80 headcount students (106 FTE) in FY 2006-2007, 2007-2008, 2008-2009, and FY 2009-2010. Each cohort is capped at 20 students to maintain the cohort limit. If met, these projections will enable the program to more that meet the Commission's program productivity standards.

The proposed program is subject to review under Clemson University's accreditation by professional organizations including the National Council for Accreditation of Teacher Education (NCATE), and its affiliated specialty associations including the National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE) and the National Science Teachers Association (NSTA). Additionally, the program will demonstrate discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT (Assistance, Development and Evaluation of Professional Teaching) program. The program has been mapped to NCATE, NCTM and NSTA standards; likewise it has been mapped to each institution's Conceptual Framework. Additionally, the program has a unique Conceptual Framework that has incorporated the elements of each institution's Conceptual Framework. Title II data will be reported by each institution, but the SC T3 Coalition will track student data.

The proposed program will utilize distance learning technologies to deliver 15 credit hours of pedagogical coursework and nine hours of content coursework. For the first year, the remaining 14 hours of Practicum will take place in the Clemson area. With the addition of the other partner institutions, clinical experiences, including student teaching, will be offered to students in the geographic area of each institution. During the first year, all courses will be delivered via the Blackboard course delivery system at Clemson University. The SC T3 Coalition partners have chosen the Blackboard system because most of the institutions currently use this platform for delivering distance education courses. Centralized computer support services at Clemson University and partner institutions maintain course delivery systems and provide support to users. No additional equipment or instructional resources are required.

During the internship (student teaching) phase of the program, students will meet with supervisors at public schools. In addition, internship seminars will be conducted at each participating partner institution for its respective cohort members. One classroom or conference room at each partner institution will be required for the internship seminars.

During the first year, students in the proposed program, whether residing in the state of South Carolina or out of state, will have access to electronic library facilities at Clemson University during the distance learning phase and the internship. Resources include the new electronic statewide databases available through the South Carolina Virtual Library.

As the first of the SC T3 partner institutions to deliver the proposed program, Clemson's new costs of \$254,500 are projected for the first year, \$460,000 for the second year, \$461,500 for the third year, and \$456,000 for the fourth and fifth years. Categories of costs over the first five years of the program's implementation include program administration, adjunct faculty salaries, clerical/support personnel, supplies and materials, facilities and office. The total estimated new costs for the program for its first five years will total \$2,079,000.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$0		\$0	\$0	\$0	\$0
Year 2	\$1,886,293		\$1,886,293	\$0	\$1,292,007	\$1,292,007
Year 3	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507
Year 4	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507
Year 5	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507

These data demonstrate that if Clemson University can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will very nearly cover new costs with revenues it generates by the third year.

In summary, Clemson University will offer a program leading to the Master of Arts in Teaching degree in Secondary Education in English/Language Arts, Science, and Mathematics that will be a unique program collaboration in South Carolina. The curriculum consists of on-line courses that have been developed by and will be offered by one of four partner institutions. This degree will allow students to obtain content and pedagogical knowledge that will prepare them to teach in critical need areas including English/Language Arts, Science and Mathematics. As the three other partners obtain institutional approvals, they may also seek approval to confer the degree through a program modification process.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson’s proposed program, delivered through distance technology, leading to a Master of Arts in Teaching in Secondary Education in English/Language Arts, Mathematics, and Science from Clemson University, provided that no “unique cost” or other special state funding be required or requested and provided further that the program be approved by the State Board of Education.