

PROGRAM MODIFICATION PROPOSAL

Name of Institution: Clemson University

Name of Program (include concentrations, options, and tracks)

Curriculum and Instruction, Ph.D.

Current Concentrations: Secondary Education, Elementary Education, Special Education and Literacy

Proposed Concentrations: Mathematics Education, Science Education, Social Studies and Educational Foundations, and Early Childhood Education

Program Designation

- | | |
|---|---|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input checked="" type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

CIP Code

August, 2015

13.0301

Delivery Site(s): Clemson University Main Campus

Delivery Mode

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended (more than 50% online) |
| | <input type="checkbox"/> Other distance education |

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

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Institutional Approvals and Dates of Approval

Initial Departmental Faculty Approval: February 7, 2013
Board of Trustees: February 7, 2014
Departmental Curriculum Committee: February 26, 2014

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Departmental Faculty Final Approval: March 7, 2014
College Curriculum Committee: March 10, 2014
University Graduate Curriculum Committee: May 9, 2014
Provost: May 15, 2014
President: May 15, 2014
Commission of Higher Education: October 2, 2014

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The proposed program modification is for the existing Ph.D. degree in Curriculum and Instruction. The modification deletes two concentrations and modifies the focus on the remaining concentrations. The Literacy, Special Education and Elementary Education concentrations are to be removed as new stand-alone degree programs were approved in Literacy and Special Education by SC CHE 10/4/14. The program was initially approved with a general concentration in Secondary Education. However, with the success of the program and following national trends and expectations regarding content area expertise, it is proposed that secondary education will become concentrations in 1) *Secondary Mathematics*, 2) *Secondary Science* 3) and *Secondary Social Studies* to the following: Mathematics Education, Science Education, and Social Studies and Educational Foundations. 4. *Early Childhood Education* is being added with the deletion of Elementary Education concentration. The purpose of the program is to provide a research degree designed to prepare the student to become a scholar who can discover, integrate and apply knowledge, as well as communicate and disseminate it. The intent of the program is to prepare students to make significant original contributions in a specialized field. The proposed program modification prepares students in one of the following specialty concentrations: Early Childhood Education, Mathematics Education, Science Education, and Social Studies and Educational Foundations.

List the objectives of the modified program. (1500 characters)

The objective of the modification is to improve the C&I doctoral program by redesigning its concentrations. Graduates will pursue careers as scholars, researchers, and teacher educators in colleges and universities. The success of the program will be measured by student enrollment, graduation and placement in the field. Students will be surveyed one and three years following graduation as part of the ongoing process of program assessment. The program modification will: 1. Increase the number of qualified graduates in the curriculum and instruction in four concentrations and 2. Graduate scholars, researchers, and education professionals who have the knowledge and skills to work toward the goal of improving teacher education. The objectives are consistent with the mission and vision of Clemson. Graduates will be capable of continuing their professional careers in education, making significant contributions to the economic future of the state, nation and world. Student learning outcomes include: 1. Analyze social, historical, psychological, personal and policy factors in the development and current practices of C&I. 2. Acquire an understanding of the research processes within C&I, including practical design, analysis and reporting. 3. Use historical, correlational, descriptive, experimental and qualitative methods within research in C&I. 4. Analyze and evaluate research within C&I. 5. Conduct scholarly research and contribute to the field of C&I.

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Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Curriculum and Instruction doctoral program was initially developed to prepare individuals to serve as professional curriculum specialists in curriculum theory, curriculum design and planning, instructional material design and evaluation, curriculum evaluation, and applications to specific subject matter, programs or educational levels.

The enrollment for the current doctoral program has increased 114% since 2005 and has focused on the demand for teacher educators in colleges and universities. Since 2009, over 80% of the graduates from this program have secured tenure-track positions in Colleges of Education (or the equivalent) at colleges and universities throughout the state and country.

Colleges of Education are increasingly looking to fill tenure-track faculty positions with graduates that have a concentration in the areas of instructional need. In addition, these concentration clarifications will draw candidates from across the nation looking for specialization opportunities in the discipline specific areas with which this program modification supports.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Ed.D. in Curriculum and Instruction	University of South Carolina	Terminal degree with a focus on curriculum with geared toward teachers and others associated with the field of education.	Concentrations focus on diversity and educational technology. Ed.D. degree

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Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

Current School of Education faculty members and administrators are well suited to fill the needs of the proposed program modification. The program faculty members teaching in the doctoral program have terminal degrees in their area of expertise and are currently engaged in scholarly activity at the national and international levels. Faculty for the Ph.D. will continue to teach in area, and the curriculum has already been developed. Consequently, aside from normal course preparation, which is already expected for every course, no large-scale development costs for faculty will be needed. Faculty will be expected to continue pursuing their lines of research and scholarship.

There is no change in assignment for currently employed faculty or administrators with this proposed program modification. Student-faculty ratios, calculated to full-time equivalents, should not exceed 15-1 in doctoral level courses.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

There are no additional major learning resources, instructional equipment or facilities needed to support the proposed modification.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	400	400	400	400	400	2,000
Facilities	0	0	0	0	0	0
Supplies and Materials	75	75	75	75	75	375
Library Resources	0	0	0	0	0	0
Other*	400	400	400	400	400	2,000
Total	875	875	875	875	875	4,375
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	14,553	14,553	30,561	36,100	37,905	119,119
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	14,553	14,553	30,561	36,100	37,905	119,119
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	13,678	13,678	29,686	35,225	37,030	129,297

*Provide an explanation for these costs and sources of financing in the budget justification.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Because this is a Program Modification of an existing program (including the removal of two concentration areas as approved stand-alone units), new costs are minimal. The “other” category relates to travel costs, if a course is offered at the University Center of Greenville to meet demands of several programs.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

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Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

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Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.