PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Clemson University**

Briefly state the nature of the proposed modification: **Formally recognizing 5 concentrations; eliminating 5 of the 7 approved instructional site locations for this program.**

Current Name of Program (include degree designation and all concentrations, options, and tracks):
   M.Ed., Teaching and Learning)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

   M.Ed., Teaching and Learning with 5 specialization areas (concentrations)
   - **STEAM (Science, Technology, Engineering, Arts, and Mathematics)**
   - **Experiential Learning for Early Childhood**
   - **Instructional Coaching**
   - **Effective and Reflective Teaching**
   - **Self-Designed Specialization**

Program Designation:

   ☐ Associate's Degree   ☒ Master's Degree

   ☐ Bachelor's Degree: 4 Year   ☐ Specialist

   ☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

   ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

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

   ☐ Yes

   ☒ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

   ☐ Yes

   ☒ No

Proposed Date of Implementation: **August 2020**

CIP Code: **13.0101**

Current delivery site(s) and modes: **Clemson University Main Campus; University Center of Greenville; Anderson County School District; Greenville County School District; Pickens County School District; Oconee County School District; Online**

Proposed delivery site(s) and modes: **Clemson University Main Campus (traditional/blended); Online Degree Program (online)**

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

- **Dr. Cynthia Deaton, Associate Professor and Chair, Department of Teaching and Learning**, cdeaton@clemson.edu; **864.656.5115**
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- **Dr. Jeremy King, Associate Provost for Institutional Effectiveness** jking2@clemson.edu ; **864.934.3554**

Institutional Approvals and Dates of Approval:

Department of Teaching and Learning Curriculum Committee: 20 August 2019
College Curriculum Committee: 22 August 2019
University Graduate Curriculum Committee: 20 September 2019
Provost: 25 September 2019
Clemson University Board of Trustees: 26 April 2019

Background Information
Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The approved M.Ed. in Teaching and Learning program comprises 30 credit hours of coursework and is currently offered online. Program students complete 18 hours of core pedagogical course work and 12 hours of specialization courses under a single parent curriculum.   No changes are requested to the core requirements. The current curriculum design was reported to SC Commission on Higher Education in November 2016 as part of the review and updates of the Inventory of Programs (see attachment).

We request the addition of five specialization areas that have evolved as a matter of practice. Over time, three specialization areas have organically emerged as faculty guided students to select their 12 credit hours of specialization. As specialization areas emerged, our faculty have encouraged students to select a set of courses to better address the current needs and environment of teachers and their P-12 students.   These specializations are:

- o STEAM (Science, Technology, Engineering, Arts, and Mathematics)
- o Experiential Learning for Early Childhood
- o Instructional Coaching

Two of the three specializations that emerged provide coursework related to recognized SC Department of Education endorsements for teachers. Through interactions with graduate students and consideration of providing relevant educational and professional development experiences, faculty have identified the following area of specialization

- o Effective and Reflective Teaching

that will provide teachers with an understanding of how content, context, pedagogical content knowledge, and student diversity ground intentional teaching practices.   This specialization also allows a graduate student to complete courses that support a National Board Certification. (https://www.nbpts.org/national-board-certification/)

In order to maintain the flexibility, benefits, and innovative potential of the current program structure that allows freedom of specialization area by students, self-designed, under faculty supervision and approval (via students' 12 credit hours of specialization electives), we request the formal identification of a fifth specialization area that essentially ensures the M.Ed. Teaching and Learning is a parent program structure that houses 5 specialization areas with the fifth area defined as:

- o Self-Designed Specialization

Program content is no longer delivered in Anderson, Greenville, Oconee, or Pickens county district sites nor at the University Center of Greenville. Accordingly, we request removal of these as instructional sites for the M.Ed. Teaching and Learning program.

Assessment of Need

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

The current enrollment of the M.Ed. in Teaching and Learning is shown below. The program has been recognized by the U.S. News and World Report as a premiere program in the nation. The table below demonstrates the growing five-year trend in fall enrollment headcount in the M.Ed. in Teaching and Learning program. (Data provided by Clemson Office of Institutional Research, April 2019).

5-Year Fall Enrollment History in M.Ed. Teaching and Learning
(includes first- and second-year students, enrolled full and part-time)

AY 2014/15	2015/16	2016/17	2017/18	2018/19
88	82	62	116	215

The need for the proposed changes is three-fold:

1) First, explicitly categorizing the five specialization areas and cleaning up the site locations is done for "bookkeeping" purposes, ensuring that Clemson conforms with CHE policies and procedures, and improves the mutual Clemson-CHE governance of program data.

2) Second, the modification codifies the alignment with the ClemsonFORWARD strategic plan, two of whose key goals are Engagement and the Academic Core. The modifications ensure we can capitalize on existing strengths in student and community engagement, with an emphasis on high-impact academic engagement that the University plan notes. The modification is also aligned with ClemsonFORWARD's new focus on graduate education, with a particular emphasis on programs achieving national prominence.   The proposed modifications allow us to clearly delineate the specialization strengths and emphases of the program to prospective students.

3) This modification adds STEAM, Instruction Coaching, Experiential Learning for Early Childhood, Effective and Reflective Teaching, and self-designed specializations. Students have been selecting the first three areas (STEAM, Instructional Coaching, and Experiential Learning) previously and is noted in the section on enrollment. The Effective and Reflective Teaching specialization aligns with workshops that are used to support teachers in preparing for initial National Board Certification, but it does not lead to it. Students take these courses to learn how to engage in certain practices that support their development of a portfolio for National Board Certification. The courses were developed in collaboration with the SC National Board Network. The SC National Board Network encourages and supports National Board Certification and other teachers in developing as reflective practitioners who are more likely examine and solve issues of practice in their classroom (e.g., support teacher retention). The Center for Educator Recruitment, Retention and Advancement (CERRA) supports SC teachers who are interested in National Certification through support workshops and national board toolkits. In 2018, CERRA completed a study of teacher retention, comparing SC teachers to SC teachers who were National Board Certified Teachers (NBCT). The turnover of all SC teachers was at a 7.7% rate (2016-17) compared to 1.9% for all NBCT teachers in SC. The importance of improving teacher retention has been well documented by CERRA annual reports. Clemson has 902 alumni who are NBCT. The college would like to increase the number of its alumni who are NBCT. Under this modification, graduate students and their graduate committee, if indicated by the student's experiences and career plan, may design a 12-credit hour sequence of courses under the specialization titled, self-designed.

Transfer and Articulation
Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

None

Description of the Program

The structure and credit hour requirements of the program remain unchanged: an 18-credit hour core curriculum supplemented by 12 required credit areas in a specialization area.   The genuinely new component of the program will be the specialization in Effective and Reflective Teaching (EFT). The new incremental enrollment associated with this specialization component is listed below in the projected enrollment table and is the basis for incremental budget calculations.

	Projected Enrollment					
Year	Summer Headcount		Fall Headcount		Spring Headcount	
	New	Total	New	Total	New	Total
2020-21	20	181 (161+20)	20	181 (161+20)	20	181 (161+20)
2021-22	30	211 (161+50)	30	211 (161+50)	30	191 (161+30)
2022-23	40	231 (161+70)	40	231 (161+70)	40	201 (161+40)
2023-24	40	241 (161+80)	40	241 (161+80)	40	201 (161+40)
2024-25	40	241 (161+80)	40	241 (161+80)	40	201 (161+40)

Explain how the enrollment projections were calculated.

Students enter the program the M.Ed. in Teaching and Learning in the Summer and spend five semesters, taking six credit hours each semester; graduating with an M.Ed. at the end of their second fall semester.

The projections were developed using new students in the Effective and Reflective Teaching specialization, and their continued enrollment in the M.Ed. programs. We propose an overall increase of 20 new students beginning the first year of implementation in the Effective and Reflective Teaching specialization, growing to 40 by year three. The total headcount is calculated based on the total enrollment plus the new students in the EFT specialization.

This academic year (2019), the department admitted 161 students. Students self-selected in to three of the proposed specialization areas: 27 in Experimental Learning; 84 in STEAM, and 50 in Instructional Coaching. If the enrollment continues to be strong, we anticipate that an additional 20 students would be an 11% increase. While not all states have a reciprocity agreement for South Carolina's STEAM and Teacher Leader teaching endorsements, the Effective and Reflective Teaching will provide graduates with preparation for a nationally recognized credential. Recruitment for the M.Ed. in Teaching and Learning will include all the specialization areas.

The College has enhanced the role and staff of the Associate Dean for Research and Graduate Studies to include specific progress-to-degree data systems, student scheduling support, and advertising and marketing of certificate

and graduate programs in the college. The department will utilize a myriad of resources that include the Associate Dean's office and staff, the College's Public Information office, and outside recruiting using RNL (formerly Converge) for digital marketing, as well as faculty connections to listservs throughout the state and region.

Funds have been budgeted to provide supporting promotional materials, marketing and advertising services to aid in meeting enrollment projections.

Curriculum
Attach a curriculum sheet identifying the courses required for the program.

There are no changes to the core of the M.Ed. Please see the attached <u>Appendix A</u> for the full curriculum with all available specialization areas (concentrations).

Curriculum Changes

Courses Eliminated from Program	Specialization Area	Courses Added to Program	Core Courses Modified
None	Effective and Reflective Teaching	ED 8810 Effective Teaching Practice and the Learning Environment (3 cr. hrs.) *	None
		ED 8820 Differentiation in Instruction and Student Work Analysis (3 cr. hrs.) *	
		ED 8830 The Reflective Practitioner (3cr. hrs.) *	
		ED 8840 Leading from the Classroom (3 cr. hrs.) *	
	STEAM	ED 8700 STEAM Instructional Design (3 cr. hrs.)	
		ED 8710/8711 STEAM Transdisciplinary Teaching (3 cr. hrs.)	
		ED 8730 STEAM Assessment (3 cr. hrs.)	
		ED 8720/8721 STEAM Enacted and Evaluated (3 cr. hrs.)	
	Experiential Learning for Early Childhood	EDEC 8100 Advanced Early Childhood Education Foundations and Methods (3 cr. hrs.)	
		EDEC 8200 Advanced Early Childhood Education Curriculum (3 cr. hrs.)	
		EDEC 8950 Math, Science, and Technology Inquiry in Early Childhood (3 cr. hrs.)	
		EDEC 8000 Parent Education in Early Childhood Multicultural Settings (3 cr. hrs.)	
	Instructional Coaching	ED 8750 Elements of Instructional Effectiveness (3 cr. hrs.)	
		ED 8760 Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective (3 cr. hrs.)	
		EDLT 8280 Critical Issues in Instructional Coaching and School Leadership (3 cr. hrs.)	
		EDLT 8290 Reflective Instructional Coaching Practice (3 cr. hrs.)	

New Courses
List and provide course descriptions for new courses.

Only four new courses were developed for the addition of the specializations in Teaching and Learning. All new courses have been approved by all curriculum committees and are ready for implementation. The four new courses are listed below.

<u>**Effective and Reflective Teaching**</u>

ED 8810: Effective Teaching Practice and the Learning Environment (3 cr. hrs.)
In this course, K-12 teachers demonstrate a commitment to their students by revealing a comprehensive awareness of their personal and professional practices related to learning and development theories. Professional educators examine knowledge of and personal interactions with students in order to design responsive instructional content, learning environments, and pedagogical methods. As such, a keen understanding of the implications of student learning needs are explored and applied.

ED 8820: Differentiation in Instruction and Student Work Analysis (3 cr. hrs.)
In this course, K-12 teachers will advance their daily teaching methodology ability to increase equity, access, rigor, and engagement for the varied learners in their classrooms. Exploration of the varied dispositions, skills, and pedagogical actions needed to enact differentiated instruction will be examined. K-12 teachers will develop a diagnostician lens formulating worthwhile student learning goals associated with a series of connected learning plans based on high standards that employ relevant teaching methods aligned and differentiated to address identified student learning needs. Student work will be *analyzed and reflected* upon to identify what *evidence of effective teaching* it provides for *these students at this time, in this specific setting*.

ED 8830: The Reflective Practitioner (3 cr. hrs.)
In this course, K-12 teachers will build on their ability to engage in the ongoing process practice of rigorous self-reflection in order to improve the educational outcomes for all students. Professional educators will employ various skills along with deep level of self-reflection to analyze and develop challenging learning experiences for K-12 students. K-12 teachers will provide a relevant, creative, problem-solving culture that reflects intentionality and purpose in order to make improvements based on feedback and research.

ED 8840: Leading from the Classroom (3 cr. hrs.)
In this course, K-12 teacher leaders will develop a professional development experience for their school (i.e., the faculty and staff, the families, or the community). Teacher leaders will help create and be a part of a community of learners. An emphasis on building relationships and improving communication in and out of the classroom that demonstrates understanding and appreciation of diverse backgrounds of students and their families. K-12 teacher leaders will reflect on their own identity as a teacher and their growth as a leading professional educator.

W*hile not new courses, included below all course descriptions for each specialization area:*

STEAM (Science, Technology, Engineering, Arts, and Mathematics)

ED 8700 STEAM Instructional Design (3 cr. hrs.)
Focuses on STEAM instructional design for teachers, including subject-matter alignment, discipline integration, and ways to employ problem-solving skills. Emphasizes STEAM-based practices such as problem-based, inquiry-rich, authentic tasks, and ways to integrate technology across the curriculum.

ED 8710/8711 STEAM Transdisciplinary Teaching (3 cr. hrs.)
Focuses on STEAM-based instructional approaches, including the ways in which teachers structure the classroom environment, tasks, and resources to facilitate deep learning. These instructional approaches include problem-based, student-driven, authentic tasks, and technology integration, and supports for equitable participation. ED 8711 Non-credit laboratory to accompany ED 8710. Includes a field placement and focuses on the instructional content of STEAM teachers, including subject-matter alignment, discipline integration, and ways to employ problem-solving skills. Focus is on STEAM-based practices such as problem-based, inquiry-rich, authentic tasks, and ways to integrate technology across the curriculum

ED 8730 STEAM Assessment (3 cr. hrs.)
Focuses on assessment practices the support learning, including the iterative process of refining instruction and evaluating learning in a real-world context using multiple forms of data. Assessment types include authentic, embedded, incorporate regular feedback, and drives adjustments to teaching.

ED 8720/8721 STEAM Enacted and Evaluated (3 cr. hrs.)
Focuses on the ways to implement the STEAM teaching beyond the classroom to create leaders in the pedagogy. Emphasizes evaluation, feedback and changes in practice, and examines and utilizes the STEAM Observation to help school teachers understand STEAM teaching and learning. ED 8721 is a non-credit laboratory to accompany ED 8720. Lab includes a field placement that focuses on the ways to implement the STEAM teaching beyond the classroom to create leaders in the pedagogy. Emphasizes evaluation, feedback and changes in practice.

Experiential Learning for Early Childhood

EDEC 8100 Advanced Early Childhood Education Foundations and Methods (3 cr. hrs.)
In-depth study of developmentally appropriate and effective instructional methods in early childhood classrooms and the history of early childhood education as a professional field.

EDEC 8200 Advanced Early Childhood Education Curriculum (3 cr. hrs.)
In-depth study of curriculum development and current approaches in the field of early childhood education. Students explore the research literature on effective curriculum in early childhood education at both the national and international levels.

EDEC 8950 Math, Science, and Technology Inquiry in Early Childhood (3 cr. hrs.)
Emphasizes theory to practice and exploration of the processes of inquiry in mathematics, science and technology for early childhood education.

EDEC 8000 Parent Education in Early Childhood Multicultural Settings (3 cr. hrs.)
Focuses on parent and family involvement in early childhood education settings. Contemporary issues and applications of parent involvement in multicultural environments are studied with an emphasis on activities that build partnerships between home, school and the community.

Instructional Coaching

ED 8750 Elements of Instructional Effectiveness (3 cr. hrs.)
Guided exploration of personal instructional practice and ensuing student success. Students compare and contrast instructional practice with current research on best practice performance, as well as create, analyze and reflect upon various instructional decisions and practices. This course is designed to enable teachers, mentors and instructional coaches improve instructional performance. Enrollment is limited to current P-12 classroom teachers.

ED 8760 Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective (3 cr. hrs.)
Students develop master teacher abilities through building one-to-one adult mentoring skills, models and techniques. Learning emphasizes developing a dialogue that revolves around reflection, growth and student achievement. Students learn to conduct full lesson observations, including pre-conferencing, observing, analysis of data and post conferencing. Techniques for providing evidence-based feedback are examined.

EDLT 8280 Critical Issues in Instructional Coaching and School Leadership (3 cr. hrs.)
Exploration of critical issues involved in building instructional capacity in schools. Develops understanding of current research on school culture, instructional coaching models and effective professional development. School profiles are used to engage students in systematic analysis of the culture and intructional leadership challenges in one school setting.

EDLT 8290 Reflective Instructional Coaching Practice (3 cr. hrs.)
Development of reflective coaching inquiry stance for improving student-centered coaching practices. Develops knowledge of how to adjust coaching practices to support teacher inquiry and student learning. This capstone course is designed for mentors and instructional coaches working with teacher(s) during a long-term collaboration lasting at least six weeks.

Self-Designed
A graduate student, under advisement and approval of his/her Graduate Committee, may design a 12-credit hour specialization.

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
M.Ed. Teaching, specializations in Literacy and Reading; Project-Based Learning; Multi-Cultural Contexts in Education	30 credit hours	University of South Carolina-Columbia	The program is offered on the USC main campus, blended delivery and online delivery. Both programs have a 12-hour specialization required. The goal of preparing graduates for K-12 education is similar for both programs. Both universities provide graduate students opportunities for SC Department of Education endorsements, but in different areas.	The USC program has a 15-hour core, while Clemson's course is 18 hours. The specializations provided by the two universities are different.
M.Ed. Teaching and Learning, concentrations in Diverse Learners; Montessori Education; and Instructional Technology	36 credit hours	Lander University	The program at Lander is offered through blended distance education. Both programs have specializations available to students that are unique to their faculty and university. The goal of both is to improve K-12 education through professional master's in education programs.	The Lander program requires nine hours in electives, in addition to a 15-hour core and 12 hours in specializations. The specializations provided at Lander are different. Lander also allows for add-on certification in Learning Disabilities and endorsement in ESOL. .
M.Ed., Teaching and Learning	33 credit hours	Bob Jones University	The program is offered on the main campus of Bob Jones University. Both universities prepare students to use research to improve teaching effectiveness and to design and select appropriate teaching and evaluation strategies for K-12 education.	Bob Jones's program has 30 hours of core course and students select one course in Reading and Writing based on their teaching areas. No areas of specializations are required.
M. Ed. Teaching and Learning	30 credit hours	Francis Marion University	Online modality	Online modality only No specializations or concentrations; curriculum consists of education foundations core & literacy and pedagogical preparation courses

Faculty
State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty are required to implement the changes in the curriculum. Existing tenure-track and visiting faculty assignments will be modified to cover the assignments to the four new courses.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.
Library Resources: None
Equipment: None
Facilities: None

No new additional resources are required to implement the program changes.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

☐Yes

☒No

Financial Support
Sources of Financing for the Program by Year

The proposed budget reflects the increase in enrollment (20 students Year 01 up to 40 students by Year 04) and costs associated with adding the Effective and Reflective Teaching specialization (four new courses). All other courses are currently taught, and enrollment is in them is not considered new to the university or for the department of Teaching and Learning.

	Year 1 = AY2020/21					
	Year 1	Year 2	Year 3	Year 4	Year 5	
Category						
Tuition Funding	$ 56,856	$ 146,404	$ 211,115	$ 248,512	$ 255,968	$ 918,855
Program-Specific Fees	$ -	$	$	$ -	$ -	$ -
Special State Appropriation						$
Reallocation of Existing Funds	$ 26,740	$ 33,137	$ 34,222	$ 35,346	$ 36,509	$ 165,954
Federal, Grant or Other Funding						$ -
TOTAL	$ 83,596	$ 179,541	$ 245,337	$ 283,858	$ 292,477	$ 1,084,809

Estimated Costs Associated with implementing the Program by Year						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Category						
Program Administration, and Faculty and Staff Salaries	$ 26,740	$ 55,228	$ 57,037	$ 58,910	$ 60,848	$ 258,763
Facilities, Equipment, Supplies and Materials	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412	$ 26,020
Other (Admin Overhead)	$ 11,109	$ 28,367	$ 40,547	$ 47,291	$ 48,240	$ 175,554
TOTAL	**$ 42,849**	**$ 88,695**	**$ 102,785**	**$ 111,506**	**$ 114,501**	**$ 460,337**
Net Total (Sources of Financing Minus Estimated Costs)	$ 40,747	$ 90,846	$ 142,551	$ 172,352	$ 177,976	$ 624,472

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Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Expense Highlights:

Four of the five specializations are already taught within the M.Ed. program and will require no additional resources. The proposed budget reflects the increase in enrollment (20 students Year 01 up to 40 new students by Year 04) and the costs associated with adding the Effective and Reflective Teaching specialization and the four new courses. All other courses have been taught and enrollment in these courses is not new to the university or for the department of Teaching and Learning.

All courses taught for the core are in place and result in no additional net costs as well. The new expenses are related to the teaching of four new courses are discussed below.

- **Personnel Costs:**
    - No new faculty hires are required to implement the changes. Existing tenure track and visiting faculty assignments will cover any required workload changes.   Accordingly, the costs are already in place, and will simply be reallocated to the program from other areas. This internal reallocation is offset as revenue in the revenue section of the table. The cost used to compute the addition of four courses is an average lecturer rate of $4000 per course (plus fringe).
    - Four new courses have been developed for the Effective and Reflective Teaching specialization. By the second year of the program, two cohorts of students will be enrolled (new and continuing).

- **Operating Supplies:**
    - The budget includes funding for promotional materials and some marketing and advertising to communicate the new specializations.

- **Other Costs:**
    - Administrative overhead, intended to represent general and administrative costs, is included in the budget.

Revenue Highlights:

The incremental revenue projections are based on the projected enrollment in the new specialization at the graduate online Tier 5 tuition rate, which is the same rate for both in-state and out-of-state students. Tier 5 is extremely competitive with peer institutions. In addition to being identified as one of the premiere M.Ed. programs in the nation[1], the M.Ed. is also among the most economically priced. Currently, tuition and fees run $474/credit hour. The College of Education typically pays a visiting professor $4000/course. The tuition reflects the addition of the four new courses. In year 1, six credit hours of the specialization will be taught; year two, 12 credit hours will be taught.

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[1] Ranked #1 by U.S. News and World Report for online graduate education programs.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Prepare K-12 educators to utilize evidence-based research in designing and implementing teaching and learning strategies in the classroom.	Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes	ED 8600: Action Research Proposal assignment EDF 8080 Validity of Classroom Assessments assignment
Improve K-12 education in SC by developing specific expertise in specializations areas such as STEAM, Instructional Coaching, etc.	Implement a variety of intentional, research-based instructional practices in the classroom.	EDF 8020 How Will I Teach assignment ED 8990: Capstone Project assignment
Demonstrate leadership skills in K-12 settings.	Analyze student data to modify instruction appropriately. Collaborate with school partners, parents and family, and professional organizations to improve K-12 education.	EDF 8080 Student Learning Outcome Assessment ED 8990: Capstone Project assignment ED 8250: Class/school profile project (analysis of student data; collaboration with school partners; interactions with parents and families).

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

Graduate students have already been licensed to teach. Graduates will have the option to apply for an endorsement (STEAM or Teacher Leader) from the South Carolina State Department of Education or the National Board Certification and can use their coursework in place of National Board Certification workshops.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes
☒No

Appendix A

M.Ed. Teaching and Learning Curriculum Plan

Course Requirements

The M.Ed. in Teaching and Learning is an entirely online degree comprising 30 credit hours of coursework. Students must maintain a grade-point average of 3.0 or higher in their coursework. The M.Ed. program is composed of two elements:

- Core pedagogical course work (18 hours)
- Specialization courses (12 hours)

There are no changes to the 3 credit hour core requirements, which are:

- Curriculum Theory (ED 8650)
- Learning and Motivation in Context (EDF 8020)
- Contemporary Issues in Assessment (EDF 8080)
- Classroom-Based Research (ED 8600)
- Cultural Diversity in Education (ED 8250)
- Capstone Project (ED 8990)

Specialization Courses—students select one of the five options

1. **STEAM (Science, Technology, Engineering, Arts, and Mathematics)**

The STEAM education specialization provides teachers with the ability to infuse STEAM practices in their classrooms. STEAM is a transdisciplinary approach for engaging all learners to solve real-world problems. The four-course sequence equips teachers with skills to create, implement, reflect, and assess students engaged in STEAM units. This specialization is appropriate for K-12 teachers of all content areas. STEAM education is an innovative approach to teaching in the K-12 setting. This transdisciplinary approach engages learners to solve real-world problems through STEAM problem scenarios. STEAM education has demonstrated much success in re-engaging learners and teachers through problem-based approaches. The four-course sequence builds upon a foundational understanding of the differences between STEM and STEAM, by creating standards-based problem-scenarios in the first course, STEAM Instructional Design. The second course, STEAM transdisciplinary teaching, uses technology to connect and integrate disciplines a transdisciplinary approach. The third course, STEAM Assessment, focuses on assessment practices including both formative and summative assessments that are aligned to the STEAM units. The fourth course, STEAM Enacted and Evaluated, provides teachers with the opportunity to test out these practices in their classroom while receiving supportive feedback. At the end of this sequence, teachers will be prepared to implement STEAM units, practices, and new pedagogical techniques that will create a platform for creativity, communication, critical thinking, and collaboration in their classrooms.

Those completing the STEAM specialization will be awarded a STEAM certificate from Clemson (Note: Clemson's STEAM certificate is not a state teaching certification). Students will have the option to apply for a STEAM endorsement from the South Carolina State Department of Education.

- STEAM Instructional Design (ED8700, 3 cr. hrs.)
- STEAM Transdisciplinary Teaching (ED 8710/8711, 3 cr. hrs.)
- STEAM Assessment (ED 8730, 3 cr. hrs.)
- STEAM Enacted and Evaluated (ED 8720/8721, 3 cr. hrs.)

2. **Experiential Learning for Early Childhood**

The Experiential Learning for Early Childhood specialization equips you to understand and design experiential learning opportunities for young children that are grounded in inquiry practices and support the development of 21st century learners. Using brain-based learning research, students will explore how to support children in making connections between prior knowledge, new learning explorations, and social constructs. You will gain knowledge and experience with play-based learning, working with families and communities, brain development, and strategies for implementing experiential learning processes in literacy, math, and science for young children. Coursework will focus on advanced curriculum design and innovative inquiry-based instructional approaches. In addition, teachers will gain an understanding of the historical and political underpinnings in early childhood education and the need to create culturally responsive environments for young children. For licensed Early Childhood teachers, this program will enhance current practice and afford increased opportunities to support students. The program can also lead to a rewarding position in the field of Early Childhood Education, such as Program Director, Curriculum Developer, Non-Profit Leader, or Policy Advocate.

- Advanced Early Childhood Education Foundations and Methods (EDEC 8100, 3 cr. hrs.)
- Advanced Early Childhood Education Curriculum (EDEC 8200, 3 cr. hrs.)
- Math, Science, and Technology Inquiry in Early Childhood (EDEC 8950, 3 cr. hrs.)
- Parent Education in Early Childhood Multicultural Settings (EDEC 8000, 3 cr. hrs.)

3. **Instructional Coaching**

The Instructional Coaching specialization equips current or aspiring instructional coaches with the skills to be an effective instructional or curriculum specialist within their school or district. Coursework focuses on the practical application of reflective coaching practices and professional learning opportunities within the school setting to empower teachers for a positive impact on student growth. An instructional coach brings evidence-based practices into classrooms by guiding their colleagues in data analysis, best instructional practices, and collaboration to improve student learning. Instructional coaching supports professional learning within the school setting by focusing on student learning needs. As schools adopt varying coaching models and roles for teachers, this program seeks to create pathways to develop a positive school culture where mutual respect, collegial relationships, and a shared responsibility for student learning emerges. Through this four-course sequence, participants will develop an understanding of professional learning, coaching models, student-centered collaborative protocols, and student-centered instructional and coaching practices. Coursework takes place within the context of the school setting with a focus on practical application of learning to gain a deeper understanding of instructional coaching. Clemson University is excited to offer a unique concentration in the area of instructional coaching.

Those completing the Instructional Coaching specialization will have the option to apply for a Teacher Leader endorsement from the South Carolina State Department of Education. To be considered for the

Instructional Coaching specialization, applicants must have at least three years classroom teaching experience.

- Elements of Instructional Effectiveness (ED 8750), 3 cr. hrs.)
- Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective (ED 8760, 3 cr. hrs.)
- Critical Issues in Instructional Coaching and School Leadership (EDLT 8280, 3 cr. hrs.)
- Reflective Instructional Coaching Practice (EDLT 8290, 3 cr. hrs.)

4. **Effective and Reflective Teaching**

The Effective and Reflective Teaching specialization provides teachers with the ability to develop a systematic and critical approach for examining their teaching. The four-course sequence equips teachers with an understanding of how content, context, pedagogical content knowledge, and student diversity ground intentional teaching practices. This specialization is appropriate for K-12 teachers of all content areas and years of experience. Effective and Reflective Teaching is a specialization that approaches teaching from a critical reflective lens to support evidence-based and meaningful teaching. This approach aligns with characteristics of highly effective teachers that are supported and encouraged by research, as well as National Board Core Propositions. The four-course sequence can be used by teachers with three or more years of experiences to prepare for the process of going through National Board certification. Coursework for this specialty builds upon a foundational understanding of reflection and using a systematic approach for examining one's own practice. It also encourages intentional teaching through evidence-based decision-making and the development of learning communities.

- Effective Teaching Practice and the Learning Environment (ED 8810, 3 cr. hrs.)
- Differentiation in Instruction and Student Work Analysis Contextualizing School (ED 8820, 3 cr. hrs.)
- The Reflective Practitioner (ED 8830, 3 cr. hrs.)
- Leading from the Classroom (ED 8840, 3 cr. hrs.)

Those completing the Effective and Reflective Teaching specialization will be able to see the alignment between the four-course sequence and National Board certification. Although the four-course sequence is supported by the South Carolina National Board Network and aligned with their National Board workshops, receiving Clemson University's M.Ed. Teaching and Learning with a specialization in Effective and Reflective Teaching does not automatically result in or guarantee National Board Certification. It will, however, engage students in activities that will support them in beginning the process or renewing their National Board certification.

5. **Self-Design Specialization**

A graduate student, under advisement and approval of his/her Graduate Committee, may design a 12-credit hour specialization.

Appendix B

As requested, the following document was provided to CHE in 2016.

Debra Jackson

From:	Debra Jackson
Sent:	Tuesday, November 22, 2016 3:56 PM
To:	John Lane (jlane@che.sc.gov); Laura Belcher (lbelcher@che.sc.gov)
Cc:	Teresa Henry; Jeff Marshall
Subject:	SC Inventory of Programs
Attachments:	Final NOC T&L.docx

John and Laura,
This is my first Notification of Change related to the Inventory of Programs. It seems we don't identify the concentrations listed with the M.Ed. in Teaching and Learning. The students do choose 12 credit hours of "specializations" with their advisors, but not concentrations. We would prefer not to list any specializations or concentrations since they change with the student and advisor. Please let me know if you need any additional information.

Debbie

Debra B. Jackson, Ph.D.
Special Assistant to the Provost
302 Sikes Hall
Clemson, SC 29634-5155
P 864/656 4502

S.C. Commission on Higher Education
Notification of Change in an Academic Program or Organizational Unit
(One Program per Form)

Name of Institution

Clemson University

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

M.Ed. Teaching and Learning (Elementary Education, English Education, Mathematics Education, Science Education, Social Studies Education, Early Childhood Education)

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

M.Ed. Teaching and Learning

(this cleans up the Inventory of Programs)

Program Designation

☐ Certificate   ☒ Master's Degree

☐ Associate's Degree   ☐ Specialist

☐ Bachelor's Degree: 4 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., PharmD., and M.D.)

Proposed Date of Implementation

Spring 2017

CIP Code (confirmed by CHE)

130101

Site Code(s) (assigned by CHE)

At all approved sites.

Delivery Mode

☐ Traditional/face-to-face   ☒ Distance Education
*select if less than 50% online   ☒ 100% online

                                  ☐ Blended (more than 50% online)

                                  ☐ Other distance education

Form Submission Date

November 22, 2016

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State the nature of change and provide a summary of the rationale for and objectives of the program. Include the number of credit hours the change entails.

> We are requesting that all the concentration areas be removed from the M.Ed. in Teaching and Learning in the SC Inventory of Programs. This includes concentrations in Elementary Education, English Education, Mathematics Education, Science Education, Social Studies Education, and Early Childhood Education.
>
> Students have always selected 12 credits hours in an area of interest. The students and his/her advisors work together to select this area of interest or specialization. We believe the concentration labels were left over when we dropped the M.Ed. in those areas and went to the M.Ed. in Teaching and Learning. The University has not listed the any concentrations on the transcript. The degree states: M.Ed. in Teaching and Learning (no concentration shown).
>
> Instead of concentrations, we will continue to allow students to select through consultation with their advisor four courses (12 hours total) for their specialization.
>
> The entire M.Ed. program entails 10 courses (3 hours each) including 6 core courses that all students take that focus on curriculum theory, research in education, contemporary issues in assessment, learning and motivation, cultural diversity, and capstone research. Concentrations are no longer needed since the final degree states: M.Ed. in Teaching and Learning (no concentration shown).

List the courses required for new concentrations, option, or tracks (prefix, number, title, and credit hours).

> Not applicable.

Provide information about courses in major, general education, and electives requirements, and the number of credits required for graduation, if changing.

> No changes.

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