

NEW PROGRAM PROPOSAL FORM

Name of Institution: **University of South Carolina Beaufort**

Name of Program (include degree designation and all concentrations, options, or tracks):
MAT in Secondary Education

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" 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 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.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: **Summer 2025**

CIP Code: **13.1205-Secondary Education and Teaching**

Delivery Site(s):

Beaufort Campus (50901)
Bluffton Campus (50903)
Hilton Head Island Campus (56518)
Blended Distance (85500)

Delivery Mode:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education
<input type="checkbox"/> 100% online
<input checked="" type="checkbox"/> Blended/hybrid (50% or more online)
<input checked="" type="checkbox"/> Blended/hybrid (25-49% online)
<input type="checkbox"/> Other distance education (explain if selected) |
|---|--|

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

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Evaluating Unit	Approval Date
Department Chair	12/13/23
Academic Affairs Council – Executive Vice Chancellor for Academic Affairs	1/4/24
USCB Courses & Curricula Committee	3/15/24
USCB Faculty Senate Chair	3/22/24
USCB Chancellor	5/6/24
USC system President	6/19/24
USC Board of Trustees	6/19/24

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Master of Arts in Teaching (MAT) program at the University of South Carolina Beaufort (USCB) provides a pathway towards becoming a secondary teacher in the content areas of English, Mathematics, Science (including Science, Biology, Chemistry, Earth Science, and Physics), Social Studies (including Social Studies, Economics, Geography, Government, and History), and Art and Fine Arts (including Art, Music, and Theater). The MAT program was designed in response to the high demand for prepared high school teachers regionally and nationally. A bachelor's degree in the discipline or discipline area and a passing Praxis II score serve as entry requirements into the three semester MAT program.

The 2023-24 Center for Educator Recruitment, Retention, and Advancement (CERRA) Key Data shows there were over 7,000 teachers who resigned and over 1,600 vacancies at the start of the academic year in South Carolina. USCB MAT program seeks to help fill the vital need for highly prepared and excellent quality teachers in South Carolina, especially in high-needs content areas of English, Mathematics, Science, Social Studies, Art and, Fine Arts. USCB administration, faculty, and staff anticipate the trend of teacher shortages to increase and continue into future years. USCB serves as a vehicle to meet local, regional, and state needs by providing a pathway for building experienced and well-prepared secondary teachers. The MAT will provide secondary teacher graduates with a higher pay rate as they enter and stay in the education workforce.

The program scope reflects USCB's mission to respond to regional needs and prepare "graduates to contribute locally, nationally, and internationally with its focus on teaching, research and service" (USCB Mission Statement, 2013). USCB is a comprehensive institution of higher learning in the University of South Carolina system. USCB is the only brick-and-mortar university serving southeastern South Carolina's Lowcountry, which encompasses Beaufort, Colleton, Hampton, and Jasper Counties.

The MAT program is designed as a one-year program for students who have earned a four-year degree in the content areas of English, Mathematics, Science, Social Studies, Art, or Fine Arts to gain training to serve as secondary teachers. Candidates will ideally begin the program in the summer by enrolling in preparatory courses in graduate-level secondary education. The following fall and spring, courses will expand to include student teaching field experiences, graduate-level content courses, and graduate-level education courses. Entry into the program requires a Bachelor's Degree in the content area the candidate wishes to teach and a passing score on the appropriate Praxis II test in the content area.

Assessment of Need

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

As of March 2023, the South Carolina Department of Education identified over 800 geographically critical needs schools in our state. Per the South Carolina Department of Education, these schools are identified as geographically critical needs schools if exhibiting one or more the below-listed criteria per S.C. Code Ann. 59-26-20j:

- School report card rating of "below average" or "unsatisfactory",

- Twenty percent or higher teacher turnover rate for a minimum of three consecutive years,
- Poverty rate at 70% or higher.

For the 2023-24 school year, over 67% of Lowcountry public elementary, middle, and high are identified as critical needs schools. Thirty-six of these schools are located in Lowcountry counties that USC Beaufort campuses serve (Beaufort, Colleton, Hampton, and Jasper counties). According to the available data for South Carolina Department of Education for the SC Teacher Loan Critical Need Geographical Areas (Schools) for 2023-24, the 36 Lowcountry area schools identified are comprised of 20 elementary, 10 middle, and 6 high schools (Table 1.).

Table 1. *South Carolina Department of Education Lowcountry (Beaufort, Colleton, Hampton, Jasper) Critical Needs 2023-24 School Year. Number of schools listed per county, per grade level as critical needs. Also included are the total number of schools in the county, per grade level for comparison purposes.*

S.C. County	Elementary Critical Needs/Total	Middle Critical Needs/Total	High Critical Needs/Total	Total Critical Needs
Beaufort	10 / 19	6 / 9	2 / 6	18
Colleton	2 / 2	1 / 2	1 / 2	4
Hampton	3 / 4	2 / 2	2 / 2	7
Jasper	5 / 5	1 / 1	1 / 1	7

Of these 36 schools listed above, 17 of the schools are ranked “below average” or “unsatisfactory” per South Carolina State Schools 2022 Report Card. Per the report, Lowcountry area schools experience a higher teacher turnover as compared with State teacher turnovers (Table 2.). These schools also report a higher average poverty level compared to the State average (Table 3). The data presented in Tables 1 and 2 align with a March 2023 National Public Radio broadcast series focused on the National Teacher Shortages in which the reporting suggests schools with the highest poverty experience the highest number of teacher vacancies (<https://www.npr.org/2023/03/23/1164800932/teacher-shortages-schools-explainer>). Lowcountry schools experience a poverty rate of 75%, which is above the state average of 65%.

Table 2. Teacher Turnover Rates – average for all of South Carolina and Lowcountry counties (Beaufort, Colleton, Hampton, Jasper) for comparison purposes. Turnover rates are combined years 2019 through 2022.

	Elementary	Middle	High
South Carolina	17%	19%	17%
Lowcountry	18%	23%	21%

Table 3. Average Poverty Rates – average for all of South Carolina and Lowcountry counties (Beaufort, Colleton, Hampton, Jasper) for comparison purposes.

	Elementary	Middle	High
South Carolina	67%	65%	60%
Lowcountry	71%	68%	64%

There is clearly a great need for teachers in all areas. The Center for Educator Recruitment, Retention, and Advancement (CERRA) Key Data Report for 2023-24 announced over 1,600 teacher vacancies across South Carolina (increase of over 200 vacancies from 2022-23). As of April 2023, Lowcountry area schools

reported 114 teacher positions vacant, and 69 of those vacancies are middle and high school level. The teacher storage is predicted to continue with a higher demand for licensed, qualified educators. USC Beaufort currently offers a Masters of Education (M.Ed.) in Literacy program, and recognizes the need for additional graduate-level education pathways into the classroom. We seek to help fill the need for highly qualified and well-prepared teachers at the secondary level with a MAT program in the areas of English, Mathematics, Science, Social Studies, and Art/Fine Arts.

Transfer and Articulation

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

N/A

Employment Opportunities

As noted above, currently, area schools have 114 teacher positions vacant, and 69 of those vacancies are at the middle (34) and high school (35) levels. At the secondary level, there is a great demand for high school teachers, and this trend is predicted to increase across all content areas as shown in the CERRA Key Demand Report from 2021-22 and 2022-23 (Table 4). Table 5 reflects the current (as of April 2023) counts of vacancies (22 current) in high school content areas that we intend to focus on for the MAT program.

Table 4. The number of Teaching Vacancies by Grade Level Statewide per CERRA Key Demand Report. Years 2021-22 and 2022-23 are included to demonstrate the great increase, in demand.

	Elementary		Middle		High		Total	
Content Area	2022	2023	2022	2023	2022	2023	2022	2023
ELA, Reading		20.5	18.5	67.5	48.0	44.0	66.5	132.0
Mathematics	14.2	5.5	28.5	70.0	91.5	81.5	134.2	157.0
Sciences		1.0	22.5	64.25	49.0	64.0	71.5	129.0
Social Studies			11.5	42.0	28.0	27.0	39.5	69.0
Art	13.5	23.5	16.5	14.0	13.5	17.0	43.5	54.5
Theater	0		1.0		1.0	5.0	2.0	5.0
Music	26.5	30.5	16.0	15.5	17.0	12.5	59.5	58.5

Table 5. Beaufort, Colleton, Hampton, Jasper County High School vacancies as of December 2023.

	Beaufort	Colleton	Hampton	Jasper
ELA	1	.	1	2
Mathematics	1	2	2	2
Sciences	2	1	.	2
Social Studies	1	1	1	2
Art	2	1	.	2
Theater	.	.	.	2
Music	.	.	.	3
Total	7	5	5	15

The numbers below (Table 6) are the current expected numbers of vacancies for the 2023-24 school year in each of the four counties. Please note, this does not include other vacancies due to teachers leaving the county, the state, retiring or educators leaving the profession. Thus, these numbers are expected to grow as the 2024-25 school year approaches.

As of winter 2023, there are a total of 126 elementary, middle and high school positions posted for the 2023-24 school year with Beaufort, Colleton, Hampton and Jasper counties. Below are the secondary (middle and high) school posted positions currently for the next academic school year per English, Mathematics, Science, and Social Studies content areas. Although not included in Table 6, available positions for Art and Fine Arts are predicted to demonstrate a similar trend.

Table 6. Comparisons of South Carolina (Lowcountry counties of focus only – Beaufort, Colleton, Hampton, Jasper) State Teacher Needs versus National Teacher Needs for 2023.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Secondary English (Lowcountry)	10				Human Resources Online Employment for Beaufort, Colleton, Hampton Jasper County School Districts
Secondary Mathematics (Lowcountry)	18				Human Resources Online Employment for Beaufort, Colleton, Hampton Jasper County School Districts

Secondary Sciences (Lowcountry)	12				Human Resources Online Employment for Beaufort, Colleton, Hampton Jasper County School Districts
Secondary Social Studies (Lowcountry)	12				Human Resources Online Employment for Beaufort, Colleton, Hampton Jasper County School Districts
Total number of Secondary (middle and high school) Teachers	121		1,597,300		SC Works Online, US Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Many multifaceted approaches and programs have been initiated to address teacher shortages, and there is a call for addressing the urgent need address teacher shortages and retention (Southern Regional Education Board, 2023). In fact, within South Carolina, the South Carolina Teacher Recruitment and Retention Task Force Recommendations list many potential strategies, improvements, and incentive type programs the state should implement – one recommendation is for institutions of higher learning to offer graduate level programs and alternate pathways for those seeking to become teachers (May, 2023). USCB Education faculty believe offering the opportunity to pursue a MAT will attract talented individuals who are knowledgeable in and passionate about their content area who are excited about education.

The U.S. Bureau of Labor Statistics 2022-23 Occupational Employment Projections Data estimates a 2.3 percent jobs growth in education. Those labor projections of over 1,000 new jobs and trends of increasing teacher vacancies emphasize the demand for high-quality educators will continue for years. This is a cause for concern as the population in the Lowcountry of South Carolina has increased dramatically over the past ten years. One of many challenges to rapid growth is the need for more schools and, therefore, the need for more teachers. Of the four counties in the Lowcountry, Beaufort has experienced the most growth. This growth has spurred the need to build a new high school, May River High, and a proliferation of private and charter schools offering education programs expanding from pre-K into secondary grade levels. The rapid growth in the area places a high demand for teachers across all grade levels and disciplines.

The expected continued growth in the Lowcountry is further complicated by a high teacher shortage (CERRA), resulting in many new teacher positions in secondary content. These positions need to be filled with professionals who are knowledgeable in their content area and who can enthusiastically motivate students toward academic success. The 2022 School Report Card data (<https://screportcards.com/>) demonstrates the high need for teachers to increase students' content knowledge and college and career readiness. School report card scores show the majority of the Lowcountry area high school graduates are well below preparedness expectations for entry into post-secondary education or employment (range 12 – 32% respectively, SC College and Career Readiness). Additionally, the majority of high school students in the Lowcountry are scoring below the SC State average on their English 2, Science, Algebra, and Social Studies End of Course Exams. The need for highly qualified secondary teachers is great.

USCB's Early Childhood, Elementary, Secondary English, and Mathematics Secondary Education majors are readily offered employment in area school districts pre-graduation. USCB Education Programs aim to serve the needs of the local students and schools with highly qualified teachers. USC Beaufort MAT program graduates will be in high demand for employment in area schools as they will be amply prepared and supported for several years with mentors in the building. Obtaining a master's degree will give graduates a higher start salary as educators (starting pay with a bachelor's degree is \$48,566 whereas a master's level starting pay is \$54,080). USC Beaufort seeks to fill secondary education positions with highly qualified teachers in their specified content area who also have education preparation and teaching experience before entering the classroom as a full-time teacher. We seek to recruit and retain (primarily first-year to five-year) teachers with education preparation courses and mentorship.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025			15
2025-2026	15	15	20
2026-2027	20	20	30
2027-2028	30	30	40
2028-2029	40	40	60

Explain how the enrollment projections were calculated.

A cohort model of three students per content area was used to project enrollment. Each cohort will begin the MAT program for a whole summer semester starting in late May and ending in early August. The summer semester will require students to enroll in three courses, and each course is three credit hours for a total of nine credit hours per summer semester. The following fall semester will begin in mid-August and extend to early December. The fall semester will include four courses, one of which is a field clinical Practicum experience. Each Fall course is three credit hours and will result in a total of 15 hours. The spring semester includes two courses, one in the senior seminar course for three credit hours and the other in their full-time student teaching field clinical Internship experience, which is twelve credit hours. Cohorts will graduate each Spring semester with a Masters in Teaching (MAT) within their discipline track upon completing 36 credit hours of coursework, Practicum, and Internship student teaching field experiences, and the Principles of Teaching and Learning (PLT) exam for secondary (grades 7-12) licensure with a qualifying score of 157 or higher. We anticipate the cohort will grow each year by five students.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

Completion of bachelor's degree in content area of Arts, Science, Chemistry, Earth and Space science, Economics, English, Geography, Social Studies, Mathematics, Physics, Theatre and qualifying score or higher on Praxis II exam per discipline track (see table below).

Discipline	Praxis II Test	Qualifying Score
Art Content Knowledge	5135	146
Science	5236	154
Chemistry	5246	146
Earth and Space Science	5572	154
Economics	5911	144
English	5038 or 5039	167; 168
Geography	5921	149
Social Studies	5941	159
Mathematics	5165	150
Physics	5266	145
Theatre	5641	157

Curriculum

The proposed MAT program focuses on pedagogical training rather than specific content area. The requirements for entry into the MAT program include an earned bachelor's in the content area and a passing score on the Praxis II test content specific area. Therefore, the proposed MAT program focuses more on preparing students for teaching and teaching licensure with coursework in pedagogy and practical teaching experiences. The majority of the MAT coursework is dedicated to educational history and theory, teaching methods, and clinical field experiences. The Pedagogical Content Knowledge I and II courses integrate both pedagogy and subject matter focusing on how to best plan and teach specific content effectively. These courses will support the graduate students in understanding challenges and strategies in teaching secondary students in as well as their specific content area. During the clinical field experiences, the MAT students will work closely with faculty, cooperating teachers, and university supervisors who will offer mentorship, guidance in specific content areas.

The MAT will have a small cohort of students in the initial years. Consequently, students will progress together through the required educational and pedagogical courses. This structure will foster opportunities for sharing ideas, methodologies, challenges, and strategies across the various disciplines. As the program grows, cohorts will be separated by their teaching areas.

New Courses

List and provide course descriptions for new courses.

Course Name	Course Credit Hours	Description	Format
Introduction to Exceptional Populations EDEX B501	3	An advanced course designed to survey the development of special education in high school settings; the current legal guidelines with an emphasis on public school mandates; the	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)

		various clusters of exceptionalities, their definitions, classification, identification, prevalence, causes, characteristics, education needs; and the inclusion of students with exceptionalities within the general education classroom at the secondary level.	
Curriculum Planning, Technology & Assessment in Secondary Education EDCI B520	3	Explores issues of development and education of adolescents, including curriculum, instruction, activities, materials, and authentic assessment. Prospective teachers will understand the importance of differentiation and technology integration at all levels of instruction and assessment. Parental involvement, community resources, and collaborative relationships with specialists are included components of this course.	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)
Pedagogical Content Knowledge I EDSC B502	3	This course emphasizes reading and writing within the content area. The course will also explore and examine connections between content knowledge and learners in the secondary classroom.	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)
Educational Psychology EDPY B535	3	This advanced course will explore and illustrate the proper use of learning theories in providing insights into defining and solving problems encountered in secondary educational settings. The emphasis will be on using these theories to solve realistic and relevant problems drawn from cases in the readings.	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)
Organization and Management of the Secondary Classroom EDCI B542	3	Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse secondary classroom. Development of a comprehensive understanding	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)

		of practice, proactive, and reactive approaches to management with attention to motivation and culturally diverse settings will be addressed. Behaviorist and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, ABC Analysis, and the promotion of learning communities are components of this course.	
Pedagogical Content Knowledge II EDSC B503	3	This course explores practical applications of instructional student-centered approaches in the content area, including active learning strategies, inquiry-based frameworks, and Project-based Learning in Secondary classrooms.	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)
Secondary Practicum Field Experience EDSC B581	3	Supervised part-time clinical experience in a secondary content setting. Observation and participation in classroom setting are required.	Part-time student teaching in a local schools.
Secondary Internship Seminar EDSC B582	3	This course will provide both theoretical discussions of content pedagogies and support to students as they complete the internship.	Hybrid: weekly asynchronous online (90 minutes) plus once a week face-to-face (90 minutes)
Secondary Internship Field Experience EDSC B583	12	Supervised full-time clinical experience in the secondary content setting. Observation and participation in classroom setting are required.	Full-time student teaching in area local schools.

Total Credit Hours Required: **36**

Curriculum by Year *					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
				Introduction to Exceptional Populations at the Secondary Level EDEX B501	3
				Curriculum Planning, Technology & Assessment in Secondary Education EDCI B520	3
				Pedagogical Content Knowledge I	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
Educational Psychology EDPY B535	3	Secondary Internship Seminar EDSC B582	3		
Organization and Management of the Secondary Classroom EDCI B542	3	Secondary Internship Field Experience EDSC B583	12		
Pedagogical Content Knowledge II EDSC B503	3				
Secondary Practicum Field Experience EDSC B581	3				
Total Semester Hours	12	Total Semester Hours	15	Total Semester Hours	

**This is a 3-term cohort-based program with courses beginning in Summer term.*

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
MT	33	University of South Carolina Columbia	For entry, BS in English, Mathematics, Science, Social Studies. Education courses to focus on preparing future teachers. Requires an Internship prior to Teaching.	Offers several pathways to accommodate a variety of student situations (an accelerated program for undergraduates or career changers). Offers M.T. programs for Elementary, Middle and Secondary
MAT (hybrid)	45/47	Coastal Carolina University	For entry, BS in English, Mathematics, Science, Social Studies, and Arts Education courses to focus on preparing future teachers. Requires an Internship prior to Teaching.	Five semester program. Cohorts begin in January , includes two summer sessions.
MAT (in person)	Clemson	42	For entry, BS in English, Mathematics, Science, Social Studies. Education courses to focus on preparing future teachers. Requires an Internship prior to Teaching.	More mathematics and science-related coursework.
MA (in person)	Citadel	3	Specified Undergraduate coursework is required and differentiated per content area.	Serve secondary English, Math, Science, Social Studies, and k-12 Physical Education No Practicum Experience
MAT	Converse	36	For entry, BS in English, Mathematics, Science, Social Studies. Education courses to focus on preparing future teachers.	Only offer Secondary English and Social Studies (no Math, no Science, no Art/Fine Arts)

			Requires an Internship prior to Teaching.	
MAT	Furman	33	For entry, BS in English, Mathematics, Science, and Social Studies. Education courses focus on preparing future teachers. Requires an Internship prior to Teaching.	
MAT	South Carolina State University	43-51	For entry, an earned Bachelor's degree in content area.	Offers K-8 in addition to 9-12 English, Mathematics, Biology, and Social Studies. All Face to Face.
MAT in Music Education and a Teaching and Learning Masters of Education	Bob Jones University	30 or 33	No similarities noted.	Offer a Masters of Music Education (only). For entry must have an earned bachelor's in music or related content. Teaching and Learning Masters of Education. For entry an earned bachelor's degree. 100% online. Requires two references, one must be from a church leader. MAT in music education does not lead to state licensure.
MAT	Winthrop University	30-40	Education courses to focus on preparing future teachers.	MAT program includes preK-3 and 3-6 in addition to secondary content areas. For entry, minimum 3.0 undergraduate GPA or GRE score (151/153) or Miller Analogies Test (392). For French and Spanish must submit passing Praxis and have evidence of ACTFL Oral Proficiency Interview.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor, Full-Time	Introduction to Exceptional Populations, Organization and Management in Secondary Classroom	Ph.D., in Educational Psychology and Evaluation, The Catholic University of America, Washington, D.C., 1991 MA., in Curriculum and Instruction, The Catholic University of America, Washington, D.C., 1985 BA., in Philosophy, Union College, Schenectady, N.Y., 1983	Department of Education, Chairperson Administrator of Masters of Literacy Program Principle Investigator TQP Grant
Assistant Professor, Full-time	Educational Psychology	Doctor of Philosophy. Florida State University, 2014 MA., Teaching, Nova Southeastern University, Ft. Lauderdale, FL. 2009 BS., Florida Southern College, Lakeland, Florida, 1986	Assessment Coordinator for Education Early Childhood Education Program Coordinator
Adjunct Instructor, Part-time	Curriculum Planning, Technology, and Assessment	Ed.D., Curriculum and Instruction with an Educational Technology concentration. MA., Computing Education, Columbia University, New York, NY. MA., Teaching, Secondary English, Kent State University, Kent, OH. BS., Public Relations, Kent State University, Kent, OH.	Full time Educational Technology Coach with Beaufort County School District, Beaufort, SC. Adjunct Professor with USC Beaufort, 2020-current.
Associate Professor, Department of Mathematics, Full-time	Secondary Practicum Experience, Mathematics Secondary Internship Experience, Mathematics Senior Seminar	Ph.D., in Curriculum and Instruction/Mathematics Education. University of North Carolina at Charlotte 2011. Med., in Curriculum and Instruction in Mathematics Education. Pennsylvania State University 2005. BS., in Mechanical Engineering. Istanbul Technical University 1997.	Program Coordinator of BS Secondary Teacher of Mathematics
Assistant Professor, Department of The Arts and Interdisciplinary Studies, Full-time	Secondary Practicum Experience, English Pedagogical Content I Secondary Internship Experience, English Senior Seminar	Ph.D., in English and Education. University of Michigan, 2015. MS., in Curriculum and Instruction, Baylor University, 2007. BA., in English, Anderson University, Anderson SC, 2005.	Associate Professor of Composition and Rhetoric Founding Director (currently) Center for Teaching and Learning, USC Beaufort

Instructor, Department of Education	Secondary Practicum Experience, Science Pedagogical Content II Secondary Internship Experience, Science Senior Seminar	1.Ed.D., Candidate in STEM Education, University of South Carolina, 2024. MS., Biological Sciences, Clemson University, 2020. MS. Science Education, Montana State University, 2011. BS. Biology, University of South Carolina,Aiken, 1999. 2. Doctor of Medicine. Cebu Doctors' College of Medicine, Cebu City, Philippines BS., in Natural Sciences, Xavier University, Cincinnati, OH.	1.Instructor Life Sciences, Science Methods for Early Childhood and Elementary Program Coordinator of Secondary Teacher Education Science South Carolina Teaching Licensure in High School Science Problem-based Learning Training, Arizona State University Certified Project Lead the Way Instructor, University of Minnesota 2.Instructor Microbiology, Anatomy and Physiology
Instructor, Department of Humanities and Social Sciences	Secondary Practicum Experience, Social Studies Secondary Internship Experience, Social Studies Senior Seminar	Ph.D., History, University of Chicago. MA, History, University of Chicago. BA, Interdisciplinary Studies, Appalachian State University.	Professor of History
Adjunct, Department of English, the Arts, and Interdisciplinary Studies	Secondary Practicum Experience, Art Secondary Internship Experience, Art Senior Seminar	1.Ph.D., Rutgers University, New Brunswick, NJ. MA, Rutgers University, New Brunswick, NJ. BA, Art History, Douglass College (Rutgers University, New Brunswick, NJ). 2.Ph.D., Theatre and Performance Studies, University of Georgia, Athens, GA. MA., English Concentration in Creative Writing, University of Tennessee, Knoxville, TN. BA., English, University of South Carolina, Columbia, SC.	1.Associate Professor of Art History 2. Associate Professor of English in Drama and Theatre
New Adjunct, Department of Education	Practicum and Internship courses as well as content courses as needed	Appropriate academic and experiential qualifications that meet USCB, SACSCOC, and SC DoE requirements for teaching graduate-level courses.	Appropriate academic and experiential qualifications that meet USCB, SACSCOC, and SC DoE requirements for teaching graduate-level courses

Total FTE needed to support the proposed program:

Faculty: 6.25

Staff: 0.16

Administration: 0.25

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The proposed MAT program will be facilitated by the faculty listed above. Almost all are current faculty members teaching within their specialized content area except for one adjunct who has been teaching with the university for several years. All faculty members presented hold advanced degrees in teaching and content subject area and are qualified to teach. Almost all have experience teaching at secondary level (middle and high school) prior to teaching university students in our undergraduate programs. The combination of advanced credentials, certifications, and experience in the field of education and specific content area ensures high quality instruction and mentorship to our students. The extensive experience in secondary teaching within the specific content area and commitment to excellence in education will prepare future educators.

Full-time faculty members in the MAT program are defined as those teaching at least 12 hours during fall semester and, additionally, 12 hours during spring semester subject to reductions for administrative or other purposes. To determine full-time equivalents, the total number of course hours taught each semester is divided by 12 hours for the fall semester and 12 hours for spring semester, resulting in FTEs for each of these semesters. For an annual FTE, the total course hours for fall and spring semesters are added together and then divided by 24.

The administrative position will be a portion of the Department of Education Chairperson's duties and reflected is a percentage of projected salary associated with those duties. As the MAT grows, one new adjunct will be hired to teach and or serve as a university supervisor to provide guidance and mentorship to students especially during their field clinical experiences. The program projects that the new adjunct faculty will be hired during the first or second year of the program.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

USCB offers a rich array of resources, including 91,000+ books on campus, 500,000+ E-books, subscriptions to over 100 databases, and the availability of 200,000+ online journals in all discipline areas. Also, through comprehensive interlibrary loan services and delivery systems through regional consortia, USCB provides access to rich resources available nationwide. In SC alone, by being a member of PASCAL, students and faculty have access to over 9 million books and other academic materials. USCB also is a member of KUDZU, a group of 17 southeastern university research libraries that shares resources among its members. Specific to this program, the library subscribes to several professional journals related to secondary teaching available online and in-hand.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Student support services, programs, and activities are available to students enrolled in courses on the Beaufort, the Bluffton and the Hilton Head campuses, and via distance education. Because the services are already in place, there are no other associated costs. These services include computer support,

Career Services, Counseling and Disability Services, libraries, and the Student Success Center (academic advising, tutoring, and the Writing Center).

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No additional physical plant requirements or modifications to existing facilities are needed. Additional funds to support science education equipment for the undergraduate programs have been secured and that equipment will be sufficient for the graduate program as well.

Equipment

Identify new instructional equipment needed for the proposed program.

Technological resources such as Interactive White Boards and other instructional equipment are already in place for the B. A. in Early Childhood Education and the B.A. in Elementary Education programs. No other major equipment expenditures are anticipated for the proposed program.

All campus sites will provide technology supports (iPads, Apps, etc.) as well as math, science, social studies, literacy, and arts materials to support all methods courses.

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												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	290,265	290,265	387,020	387,020	580,530	580,530	774,040	774,040	1,161,060	1,161,060	3,192,915	3,192,915
Program-Specific Fees	2,250	2,250	3,000	3,000	4,500	4,500	6,000	6,000	9,000	9,000	24,750	24,750
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	292,515	292,515	390,020	390,020	585,030	585,030	780,040	780,040	1,170,060	1,170,060	3,217,665	3,217,665
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	0	0	31,200	31,200	31,824	63,024	32,460	95,484	33,110	128,594	128,594	128,594
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)												
Total	0	0	31,200	31,200	31,824	63,024	32,460	95,484	33,110	128,594	128,594	128,594
Net Total (Sources of Financing Minus Estimated Costs)	292,515	292,515	358,820	358,820	553,206	522,006	747,580	684,556	1,136,950	1,041,466	3,089,071	3,089,071

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

New Sources of Financing will be provided by tuition and a one-time “Professional Program Fee” of \$150/student. New costs will be related to personnel salary and fringe--one new adjunct to be hired in Year 2, with a 2% annual increase. There are no other new costs.

Evaluation and Assessment

The MAT in Secondary Education program at USCB will regularly collect, analyze, and review data to ensure it is meeting both the administrative and student learning outcomes of the program. Administratively, success will be evaluated through 1) review of student enrollment and completions in comparison to those stated in the New Program Proposal, 2) analysis of ongoing financial viability, and 3) tracking employment of graduates, especially in USCB’s primary service region.

The table below and subsequent narrative outlines the assessment of student learning outcomes.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
To equip teacher candidates with pedagogical skills and strategies so they may design and implement effective, engaging instructional plans fostering student learning in content subject area.	Demonstrate content area knowledge and skills and application of knowledge and skills in planning for effective teaching and learning.	<ul style="list-style-type: none">○ Research and Professional Portfolio○ Clinical Experiences○ Clinical Supervised Observations○ Passing Score Principles of Learning and Teaching Praxis
To prepare teacher candidates ability to locate and to effectively apply research-based teaching methods and strategies, ensuring they can foster a dynamic learning environment.	Apply researched-based, effective teaching methods and strategies appropriate for secondary classrooms and content.	<ul style="list-style-type: none">○ Research and Professional Portfolio○ Clinical Experiences
To prepare teacher candidate to foster and encourage a dynamic and inclusive learning promoting student engagement and achievement.	Demonstrate the ability to embrace, plan, and engage a diversity of learners.	<ul style="list-style-type: none">○ Research and Professional Portfolio○ Clinical Experiences○ Clinical Supervised Observations
To cultivate teacher candidates who consistently demonstrate professionals dispositions, including ethical behavior, reflective practices, and a commitment to continued growth, as outlined by the USC	Exhibit Professional Dispositions as described by USC Beaufort Education Program and SC 4.0.	<ul style="list-style-type: none">○ Clinical Supervised Observations○ Passing Score Principles of Learning and Teaching Praxis

Beaufort Education Preparation Program and the South Carolina Standards 4.0.		
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Specialized Professional Associations (National Council of Teachers of English, National Council of Mathematics, National Science Teaching Association, National Council for the Social Studies) and South Carolina State standards provide the expected competencies for teacher candidates at the University of South Carolina Beaufort. Candidate competence on each outcome is assessed at multiple points across the program by key work samples. All student artifacts are scored using a designated rubric, and each teacher candidate's score on each artifact is stored in LiveText. The scores are collected at the end of each semester from the instructors of the appropriate courses. These data are aggregated to produce a candidate profile. This profile is reviewed by faculty in the program at least yearly. In addition, the data have been aggregated across candidates and are examined over time. These aggregated scores are used for program and unit improvement.

For the Clinical field experiences (Practicum and Internship), competencies will be assessed using the same metrics as USCB's current Educator Preparation Program (EPP) degrees, BA in Early Childhood Education, and BA in Elementary Education. For Practicum field experiences, a cooperating teacher and university supervisor will perform a total of four (4) formal observations on student teaching competencies using the SC 4.0 rubric. The same SC 4.0 rubric will be used to assess student teaching competencies during the Internship with six (6) formal observations from the cooperating teacher and university supervisor.

To determine the impact the MAT program has on its graduates and P-12 student learning and development, the EPP will use multiple measures. For example, electronic surveys will be sent to all its graduates to determine the relevance and effectiveness of their preparation. In addition, the EPP will send electronic surveys to employers to assess their satisfaction with the completers' preparation. Lastly, the EPP will collaborate with the South Carolina Department of Education to obtain evidence-based data on their graduates that show their impact on P-12 student learning and development. These data will continue to be reviewed for program and EPP improvement. In addition to these methods to obtain relevant data, the EPP will review CERRA Supply and Demand data annually.

The EPP will collaborate with appropriate key stakeholders in the Teacher Education Advisory Council (TEAC) that include alumni, employers, practitioners, school and community partners, and faculty on program evaluation, improvement, and identification of models of excellence.

Program evaluation and Student Learning Outcomes (SLO) assessment reporting are essential aspects of USCB's ability to communicate to various constituencies that its academic programs are robust, relevant to the mission, continuously improving, and performing at a level worthy of institutional, state and regional support. To accomplish this, USCB implemented an Institutional Effectiveness and Strategic Planning Framework that includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop regarding the desired outcomes of its educational programs and its academic and educational support services. Part of this framework is the annual SLO assessment process, where program objectives and student learning outcomes are assessed and results are used for program improvement. The SLO Assessment Reports articulate the program's purpose, goals, student learning outcomes, program objectives, and action plans with budget implications for the coming year. The SLO Assessment Reports are due at the end of each academic year and include findings based on assessment activities. The reports are reviewed by the Academic Program Assessment Committee (APAC) and results are available to the Chancellor, Cabinet, and Budget Committee for decision-making.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The MAT in English, Mathematics, Science, Social Studies, and Art/Fine Arts programs prepare teacher candidates to teach in secondary classrooms. As such, the MAT will require submission to and approval by the SC Department of Education, subsequent to approval by the SC CHE. The proposed MAT program will seek CAEP accreditation. The timeline for accreditation will take place after four candidates graduate from the program, allowing for the assessment of three rounds of data from key program assessments.

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

☒ Yes—South Carolina Educator's Certification

☐ No

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

The MAT program prepares individuals to teach secondary-level English, Mathematics, Science, Social Studies, Art and Fine Arts. The program is designed to support students with the best classroom organizational and management skills and specific pedagogical practices for each content area. The program is designed to provide students with field experiences in student teaching in which they will be mentored and supervised by USCB Faculty.

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

Specialized Professional Associations (National Council of Teachers of English, National Council of Mathematics, National Science Teaching Association, National Council for the Social Studies) and South Carolina State standards provide the expected competencies for teacher candidates at the University of South Carolina Beaufort. The program and areas of specialization will be recognized by their respective associations as soon as sufficient students have enrolled in and completed the program and areas of certification.