

New Program Proposal

Master of Education in Early Childhood Education

Submitted to the SC Commission on Higher Education

Clemson University

Eugene T. Moore School of Education

February 2007

President James Barker

Classification

Name of Proposed Program: Master of Education in Early Childhood Education

Academic Unit Involved: Teacher Education

Designation, type, and level of degree:

Master of Education in Early Childhood Education

Proposed date of implementation (ion: August 2007

CIP code Instructional Programs: 131210

Identification of Program: New

Justification

Statement of Purposes and Objectives of the Program:

The purpose of the Master of Education in Early Childhood Education (birth to age eight, with an emphasis on preschool through third grade) is to provide a research-based Clemson University master's degree program that strengthens the math, science, and technology knowledge base and skills of early childhood teachers at the state, national, and international levels. Furthermore, this master's degree program offers a thesis track, which will increase the number of professionals in the field of early childhood education who are prepared to continue graduate work, complete the terminal degree, and provide research and teaching contributions within South Carolina and the nation. There is currently a shortage of doctoral level professionals in early childhood education, and an important goal of this program is to provide a research-based master's program that will encourage further graduate work.

Need for the Program:

Clemson University is the land-grant university in South Carolina with a focused research mission at both the graduate and undergraduate level. Clemson University's Teacher Education programs are currently undergoing a transition toward a math/science/technology emphasis across all curricular areas. In conjunction with this emphasis, there is a need for a Master of Education Program in Early Childhood Education, with an emphasis in math/science/technology. This is a direct response to the need to improve the early science and math skills and understandings of preschool and early elementary children as the basis for improving math and science skills and career interests across all educational levels. This can be accomplished by meeting the growing need for graduate-trained early childhood professionals with math/science/technology expertise to assume professorial and leadership positions in college, universities, and public school systems and agencies. A large market exists as reflected in the survey data from undergraduate early childhood majors at Clemson University. These students reported they had a need for a master's level program in the field of early childhood (94% of students responding had an interest).

Centrality of Program to Mission of Clemson University:

The Eugene T. Moore School of Education at Clemson University is an endowed school involving teacher preparation. Developing a cohesive, collaborative, and supportive system of high-quality master's of education programs is one of the goals of the School of Education. Master's level programs exist in elementary, secondary, special education, reading, counseling, and educational leadership. The early childhood education program has one of the largest undergraduate populations in the School of Education. Thus, establishing a master's of education in early childhood education would complete the system of needed programs at the master's level and would reflect the growing demand in the field of early childhood education. There is a collaborative and collegial working relationship with the elementary and special education programs that includes shared research, service, and some content teaching areas. Thus, the proposed master's of education in early childhood education would fit well into the existing programs and capitalize on strong, existing programs and faculty expertise.

Institutionally, Clemson University is world-renown for its expertise in math, science, and technology. Academic programs in engineering, the sciences, mathematics, and computer technology are widely respected and are viewed as among the best in the nation. Clemson University is currently ranked 30th in the nation as a public institution by U.S. News & World Reports. The master of education in early childhood education with an emphasis on math, science, and technology is aligned with the mission of Clemson University.

Relationship of Proposed Program to Related Programs:

The proposed Master's of Education in Early Childhood Education would benefit from a number of existing cooperative relationships, and the Moore School of Education is very receptive to new and collaborative working relationships. Eight-school districts—Anderson 1-5, Pickens, Oconee, and Greenville—work closely with the Moore School of Education to provide graduate-level coursework for their in-service teachers, and many of these teachers would benefit greatly from this program. Clemson University also participates in the Goodlad initiative known as the National Network of Educational Renewal (NNER) and the South Carolina initiative (SCNER) in collaboration with several other institutions including Columbia College, Lander, USC-Columbia, Winthrop, Benedict College, and Furman University. The early childhood faculty is also engaged in a community-based collaboration with Barnwell County citizens, in collaboration with South Carolina State University, Voorhees College, and state agencies such as Head Start and First Steps.

Description of Proposed Program Related to Programs at Other Institutions:

The master of education in early childhood education at Clemson University is unique relative to other master's degree programs in the state and nation. There are no other master of education in early childhood education degrees with an emphasis in math, science, and technology in South Carolina. In addition, the growth of the Upstate of South Carolina creates a unique demand for early childhood-trained teachers to assume positions in school districts with growing diversity of children and families, in professional agencies that serve the needs of younger students, and in two-year institutions with early childhood programs. Further, the need for doctoral-level trained professionals in the field of early childhood education continues to grow nationally. As

the state of South Carolina emphasizes the importance of early childhood education through the Cooper Ruling and the expansion of 4K programs and increases its preschool and kindergarten programs for at-risk children, the need for highly trained teachers in the field of early childhood education will also increase. This master of education degree in early childhood education aligns well with existing programs at the University of South Carolina and the College of Charleston, providing a research-based graduate degree in the Upstate as well as providing a unique degree with an emphasis in math, science, and technology.

ENROLLMENT

Admissions Criteria

Students applying to the master's degree in early childhood education program will submit the following information. From this information, and in some cases an interview, an admissions committee will admit the most qualified cohort of students each year:

1. Application form;
2. Personal letter of application;
3. Transcript showing bachelor's degree and grade point ratio;
4. Valid teaching certificate in early childhood education, elementary education, or a related field (in which case students may be required to take prerequisite or leveling coursework);
5. Graduate Record Exam (GRE) scores;
6. Two letters of recommendations from professionals;

Projected Total Enrollment for First Five Years

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-08	8	48	8	48	8	48
2008-09	15	90	15	90	15	90
2009-10	20	120	20	120	20	120
2010-11	24	144	24	144	24	144
2111-12	30	180	30	180	30	180

Discussion of process by which estimates were made:

Estimates for enrollment for the first five years are based on undergraduate survey results conducted at Clemson University in the fall of 2005 and reflect the part-time nature of the expected students. In that survey, distributed to all early childhood education majors (approximately 250), 94% of those responding (response rate of over 40%) stated they would enroll in a master's degree program in early childhood education, if it were available at Clemson University. With a concerted effort to advertise the new program within the existing early childhood and other education majors at Clemson University as well as from underrepresented student populations (minority and

first-generation college) across the Southeastern region of the United States, we believe that a cohort of eight new students is realistic. The projected enrollments for the consecutive years are based on the continuation of the original cohort along with growth in the program. Anticipated class size would be capped at 15 students.

Estimated New Enrollment

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-08	8	48	8	48	8	48
2008-09	10	60	10	60	10	60
2009-10	12	72	12	72	12	72
2010-11	15	90	15	90	15	90
2111-12	18	108	18	108	18	108

We do not anticipate that students will change majors to enter the master's in early childhood program but will start the master's degree in early childhood education as new undergraduates from programs at Clemson University and other institutions in the state and southeast region. Most students will be expected to be part-time and take an average of 6 credit hours per semester or 18 credit hours per year.

CURRICULUM

Listed below are all of the courses for the master's degree in early childhood education. The degree will have two tracks: Track 1 is the thesis option and Track 2 is the applied option. Both tracks require 24 hours of core courses, which include courses in early childhood and math/science/technology emphasis courses. Track 1 requires research methods courses and a six-hour thesis for a total of 36 hours. Track 2 requires 18 hours of applied coursework in addition to 24-hour core coursework for a total of 42 hours. Courses for both tracks are listed below.

TRACK I: THESIS OPTION

Required Courses for all Students (24hours)

ED EC 800	Parent Education in Early Childhood Multicultural Settings	3
ED EC 840	Theories of Early Childhood Education	3
ED EC 850	Creative and Cognitive Development in Early Childhood Education: Creating Connections to Math and Science	3
ED EC 890	Assessment and Program Planning in Early Childhood	3
ED EC 895	Integrating Math, Science, and Technology into the Inclusive Early Childhood Curriculum	3
ED SP 760	Social Development and Guidance of Young Children In Inclusive Settings	3
READ 870	Early Literacy: Strategic Reading and Writing Instruction	3
MTHSC 715	Quantitative Literacy I	3

Research/Thesis Track (12 hours)

ED F 778	Experimental and Non-experimental Research Methods in Education	3
ED F 879	Qualitative Research in Education	3
ED EC 885	Thesis Research in Early Childhood Education	6

THESIS OPTION TOTAL 36 HOURS

TRACK II: APPLIED OPTIONRequired Courses for all Students (24 hours)

ED EC 800	Parent Education in Early Childhood Multicultural Settings	3
ED EC 840	Theories of Early Childhood Education	3
ED EC 850	Creative and Cognitive Development in Early Childhood Education: Creating Connections to Math and Science	3
ED EC 890	Assessment and Program Planning in Early Childhood	3
ED EC 895	Integrating Math, Science, and Technology into the Inclusive Early Childhood Curriculum	3
ED SP 760	Social Development and Guidance of Young Children In Inclusive Settings	3
READ 870	Early Literacy: Strategic Reading and Writing Instruction	3

Choose One of the Following

ED F 778	Experimental and Non-experimental Research Methods in Education	3
ED F 879	Qualitative Research in Education	3

Applied Track (18 hours)

ED EC 810	Foundations and Methods of Early Childhood Education	3
ED EC 820	Advanced Curriculum in Early Childhood Education	3
ED EC 880	Current Issues in ECE	3
*ED EL 826	Advanced Methods in Elementary Science Teaching	3
*ED EL 892	Advanced Methods in Elementary School Mathematics	3
*ED F 697	Instructional Media in the Classroom	3
ED F 701	Advanced Human Development	3
ED F 702	Advanced Educational Psychology	3
ED F 870	Schooling as a Cultural Process	3
*ED SP 822	Teaching Mathematics to Individuals with Disabilities	3
READ 865	Evaluation and Remediation of Reading Problems	3
READ 871	Literacy Across the Curriculum	3
READ 873	Models for Balanced Literacy	3

**Note: Students in the applied track are required to take two of these courses with specialized content in math, science, or technology.

APPLIED TRACK TOTAL 42 HOURS

List of all new courses that are to be added

Following is a list and description of all new courses that are to be added for the master's degree in early childhood education.

Course Number	Course Title	Course Description
EDEC 760	Social Development and Guidance of Young Children in Inclusive Settings	This course focuses on the social Development and guidance of very young children—infants, toddlers, and preschoolers—in inclusive early childhood settings. Explores best practices for teachers of infants, toddlers, preschool, and primary age children in diverse education and care settings.
EDEC 850	Creative and Cognitive Development in Early Childhood Education: Creating Connections to Math and Science	This course examines the theoretical, philosophical, and cognitive foundations of creative thought during the early childhood years. Students will develop skills in critical inquiry as they explore the connections between creativity and math/science during the early childhood years.
EDEC 885	Thesis Research in Early Childhood Education.	This research course is required for students enrolled in the thesis track of the early childhood education master's degree program. The course may be repeated for a total of six hours, and the student works with a thesis advisor and committee to complete course requirements.
EDEC 890	Assessment and Program Planning in Early Childhood	This required course addresses multiple assessment and screening strategies for infants, toddlers, and preschool children in inclusive early childhood settings. Focuses on both quantitative and qualitative assessment methods that are developmentally appropriate for very young children with typical and atypical development.
EDEC 895	Integrating Math, Science, and Technology into the Inclusive Early Childhood Curriculum	This required course focuses on math, science, and technology in inclusive early childhood education settings. Theory to practice and the exploration of developmentally appropriate strategies for integrating math, science, and technology into the overall early childhood curriculum are emphasized.

FACULTY

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor	Ph. D. University of Florida	Curriculum & Instruction/Early Childhood Education	Yes
Professor	Ph. D. Vanderbilt University	Special Education & Early Intervention	Yes
Assistant Professor	Ph. D. University of Colorado-Boulder	Education and Cognitive Sciences	Yes
Assistant Professor	Ph. D. Clemson University	Science Education	Yes
Assistant Professor	Ph. D. Vanderbilt University	Mathematics Education	Yes
Clinical	ABD University of Iowa	Language and Literacy	Yes
Clinical	Ph. D. University of Southern Mississippi	Early Childhood & Special Education	Yes
Clinical	Ph. D. University of South Carolina	Language Arts	Yes

Enumeration and discussion of necessary qualifications of new faculty or administrators

With the establishment of the new master's degree in early childhood education, Clemson University plans to advertise at the national level for a doctoral level professional in early childhood education, with an emphasis in math, science, and/or technology. This individual would offer expertise to the program in that area of specialization and would be housed in a Clemson University office of the University Center, Greenville, South Carolina.

Explanation of Proposed Changes in Assignment

The early childhood education program at Clemson University will be adequately staffed for this new program with the addition of a new faculty member. Currently, tenure-track faculty has teaching loads of 3/2 and new faculty entering the system has a teaching load of 2/2. The program utilizes several doctoral level clinical faculty members to implement its programs as well as doctoral candidates in Curriculum & Instruction, who teach the 200 and 300 level undergraduate courses.

Statement of institutional plan for faculty development

Clemson University has in place a rigorous faculty development plan that incorporates many aspects of the new early childhood education master's degree program. For example, faculty development opportunities exist for the use and enhancement of technology in instruction. Opportunities also exist for collaborative research and grant writing related to both math and science. Teacher Education has strong teams of both math and science professionals who work collaboratively across all teacher education programs. We have already established working relationships with individuals in science and math education and are working collaboratively to develop appropriate instructional and curricular applications of math and science in our undergraduate program.

Institutional definition of full-time equivalent (FTE)

The Teacher Education Department within the School of Education at Clemson University currently has full-time (FTE) teaching load of 2/2 for all entering assistant professors in tenure-track positions. Faculty members entering the system prior to 2005 have teaching loads of 3/2.

Table for 5 years of faculty

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT

Year	New Headcount	New FTE	Existing Headcount	Existing FTE	Total Headcount	Total FTE
				ADMINISTRATION		
2007-08			1	1.0	01	01
2008-09						
2009-10						
2010-11						
2011-12						
				FACULTY		
2007-08	1	1.0	8	8.0	9	9.0
2008-09	00	00	9	9.0	9	9.0
2009-10	00	00	9	9.0	9	9.0
2010-11	00	00	9	9.0	9	9.0
2011-12	00	00	9	9.0	9	9.0
				STAFF		
2007-08			1	.40	1	.40
2008-09			1	.40	1	.40
2009-10			1	.40	1	.40
2010-11			1	.40	1	.40
2011-12			1	.40	1	.40

PHYSICAL PLANT

The primary physical plant is Tillman Hall on the Clemson University Campus. This historical building is home to most of the faculties in Teacher Education as well as support staff for the early childhood education program. In addition to Tillman Hall, the early childhood education program relies on Professional Development Schools for delivery of some coursework for the undergraduate program. The master's degree in early childhood education will also utilize the University Center in Greenville, South Carolina for delivery of approximately one half of the courses in the program. Therefore, the existing plant facilities, including Tillman Hall, the University Center in Greenville, and the Professional Development School Sites, are believed to be very adequate for effective delivery of this graduate program.

Additional physical plant support will come with the addition of the new early childhood/child care center on the Clemson University Campus. We anticipate that this facility, housing over 100 infants, toddlers, and preschoolers, will provide many rich learning and research experiences for our students.

EQUIPMENT

We do not anticipate the need for the purchase of any major equipment items for the first five years of delivery of this program. We do anticipate maintaining and adding to our existing support materials for curriculum and instruction and for technology support through computers, smart boards, and other instructional pieces of equipment. However, Clemson University does a good job of maintaining and replacing these items as need is indicated.

LIBRARY RESOURCES

Quantitative Comparison of Institution's Current Holdings

The [Clemson University Libraries](#) are composed of R.M. Cooper Library, Special Collections, and Gunnin Architectural Library. The general collection at R.M. Cooper Library consists of approximately 1.5 million books, 6,000+ current periodicals, and 11,000+ electronic journals. The Libraries are a U.S. Federal Document Depository, and receive federal government publications, extension publications, technical reports, and maps. South Carolina government publications are also collected. The Libraries are fully networked, and provide access to an online catalog, a variety of databases, regional and worldwide library catalogs, and the Internet. Fourteen professional librarians and five library technical assistants provide reference service in the main library. One reference librarian serves as a liaison and research specialist for faculty, staff, and students in the Eugene T. Moore School of Education.

The Libraries' broad education collection includes more than 44,000 monographs, 200 current print journals, and access to more than 600 electronic journals. The collection that directly relates to early childhood education contains approximately 1650 books and 22 core early childhood education journals. These statistics were compiled using the following call numbers:

LB1139
LB1140

Early Childhood Education
Preschool Education

LB1775	Early Childhood Educators
LB1732	Preschool Teachers
HQ774.5	Preschool Children
LB1132	Preschool Tests
LB2822	Early Childhood School Administration

Qualitative Assessment of Current Holdings in View of New Program

The Clemson library system provides current and appropriate holdings for the new program in early childhood education. In addition to the high quality of the existing library resources, many services are provided that also extend and enrich the capacity of the library system. Some of these services include the following:

Interlibrary Loan: the Libraries provide interlibrary loan for all types of material not held in the collection. This service is provided free of charge to faculty, staff, and students.

Document Delivery: faculty, staff, and distance education students may request library services using online forms. Services include book checkout and delivery, photocopying of library materials, and materials pickup.

Research Support: the education librarian specializes in education information resources and is available for faculty / student research support and consultation. Recent requests from faculty include comprehensive literature reviews on specific topics, citation verification, quotes and source verification, report of high-impact education journals, and in-office training of library databases.

Library Instruction: the education librarian teaches subject-specific library instruction classes upon faculty request. Instruction takes place in the library's instructional lab, equipped with twenty-five computers for teaching online database searching techniques. Basic library instruction is provided for all first year students during English courses.

Reciprocal borrowing: the Libraries have reciprocal borrowing agreements with all public institutions of higher education in [South Carolina](http://www.sc.edu/library/stateborrowingguide.html) (www.sc.edu/library/stateborrowingguide.html), independent colleges affiliated with the South Carolina Independent Colleges & Universities, [OCLC](http://www.oclc.org/membership/advisorycommittees/profile8.htm) Reciprocal Borrowing Program Participants (faculty only) (www.oclc.org/membership/advisorycommittees/profile8.htm), and the main library at the University of Georgia in Athens (faculty and graduate students). Faculty, staff, and students who plan to visit a participating library must stop by the Circulation Desk in Cooper Library to request a borrower's car

Quantitative Estimate of Acquisitions That May Be Needed in First Five Years

Because of the changing research base in the field of early childhood education plus the growing body of literature on early childhood education as related to math, science, and technology, we anticipate needing to add textbooks and other instructional and research-based resources in each of these areas. More specifically, we plan to add 5-7 major textbook resources for each area of math, science, and technology during the first three years and 3-5 for years four and five. In addition, in order to maintain currency in the general area of early childhood education and inclusion, we plan to add 3-4 new textbooks and resources each of the first five years of the new program. Therefore, with a cost estimate of \$100 per textbook, we anticipate an acquisitions budget of

approximately \$1200/year for each of the first three years and \$900/each year for years four and five.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

The master's degree in early childhood education at Clemson University is subject to specialized or professional accreditation by NCATE through the National Association for the Education of Young Children (NAEYC). NAEYC has an accreditation process in place for Advanced Programs in the field of early childhood education. The undergraduate early childhood education program at Clemson University is fully accredited by NCATE through NAEYC. We plan to have the new graduate program accredited by NCATE through NAEYC in the first year of operation.

Description of how Proposed Program Addresses Core Propositions of the National Board for Professional Teaching Standards

The master's of education degree in early childhood education addresses the standards set forth by the National Board for Professional Teaching Standards (NBPTS). Below is a figure that describes the standards and the matching elements in the master's program in early childhood education.

NBPTS Standard	Student Behaviors and Outcomes	Elements in Clemson University Master's Degree in Early Childhood Education
I. Understanding Young Children	Students will observe individual children and plan in response to assessment data and unique needs.	<u>Courses:</u> Theories of ECE Creative & Cognitive Development Social Development & Guidance of Young Children Advanced Human Development <u>Experiences:</u> Case studies & observations Develop instructional interventions based on assessment data
II. Equity, Fairness, and Diversity	Students will understand the components of a safe environment for children with varying needs and backgrounds. Students will model respect for children of diverse income, ethnic, and linguistic backgrounds.	<u>Courses:</u> Social Development & Guidance of Young Children Models for Balanced Literacy Parent Education in Early Childhood Multicultural Settings Teaching Mathematics for Individuals with Disabilities Models for Balanced Literacy Schooling as a Cultural Process Integrating Math, Science, & Technology into the Inclusive Early Childhood Curriculum Current Issues in ECE <u>Experiences:</u> Students complete systematic observation and case studies on

		individual children, identifying strengths, needs, and unique developmental characteristics.
III. Assessment	Students will understand and apply multiple assessment strategies. Students will recognize the necessity for authentic assessment strategies in the early childhood classroom. Students will demonstrate the use of screening and full assessment instruments for infants, toddlers, and preschool children.	<p><u>Courses:</u> Assessment and Program Planning in Early Childhood Social Development and Guidance of Young Children Models for Balanced Literacy Teaching Mathematics for Individuals with Disabilities</p> <p><u>Experiences:</u> Students conduct individual screening and assessment procedures on children from infancy through age 8. Students interpret assessment data and plan for individual and developmentally appropriate curriculum and instruction. Students engage in multiple assessment strategies and produce authentic assessment-based products, such as portfolios.</p>
IV. Promoting Child Development and Learning	Students will demonstrate how to promote children's cognitive, social, emotional, physical, and linguistic development by arranging the environment to meet the individual needs of all children.	<p><u>Courses:</u> Theories of Early Childhood Education Advanced Human Growth & Development Social Development and Guidance of Young Children in Inclusive Settings Creative and Cognitive Development in ECE: Creating Connections to Math and Science Assessment and Program Planning in Early Childhood</p> <p><u>Experiences:</u> Students will set up learning environments for children at different developmental levels. Students will modify learning environments to accommodate the special learning needs of infants, toddlers, preschool, and primary children. Students will select and use materials that address cultural, linguistic, and socioeconomic differences in children and families.</p>
V. Knowledge of Integrated	Students will design and implement developmentally appropriate	<p><u>Courses:</u> Creative and Cognitive Development</p>

Curriculum	learning experiences that integrate the disciplines.	<p>in ECE: Creating Connections to Math and Science Social Development of Integrated Curriculum Advanced Curriculum in ECE Foundations & Methods of ECE</p> <p><u>Experiences:</u> Students plan, develop, and evaluate integrated lesson plans across all domains for infants, toddlers, preschool, and primary children. Students align assessment methods with integrated curriculum for early childhood classrooms.</p>
VI. Multiple Teaching Strategies for Meaningful Learning	Students will demonstrate a variety of strategies to promote individual development, meaningful learning, and social cooperation.	<p><u>Courses:</u> Parent Education in Early Childhood Multicultural Settings Creative and Cognitive Development in ECE: Creating Connections to Math and Science Social Development and Guidance of Young Children in Inclusive Settings Models for Balanced Literacy Quantitative Literacy I</p> <p><u>Experiences:</u> Students develop teaching strategies to meet the needs of differing learning styles. Students accommodate children with disabilities and special needs in the assessment and instructional process. Students encourage social skills development and cooperative learning among young children. Students integrate technology into the learning environment, including assistive technology for children with disabilities.</p>
VII. Family and Community Partnerships	Students engage parents and families in the learning process and make meaningful connections with diverse communities.	<p><u>Courses:</u> Parent Education in Early Childhood Multicultural Settings Social Development and Guidance of Young Children in Inclusive Settings</p> <p><u>Experiences:</u> Students work directly with parents in developing IFSP and program interventions. Students develop home-school plans in collaboration with parents and teachers.</p>

<p>VIII. Professional Partnerships</p>	<p>Students demonstrate leadership skills and work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.</p>	<p><u>Courses:</u> Parent Education in Early Childhood Multicultural Settings Assessment and Program Planning in Early Childhood Integrating Math, Science, and Technology in Inclusive Settings Philosophy, Schooling, and Educational Policy</p> <p><u>Experiences:</u> Students advocate for children with special needs through letter writing, making appropriate referrals, and empowering parents. Students engage in professional development opportunities such as research presentations, service learning in the community, and in professional organizations at the state and national levels.</p>
<p>IX. Reflective Practice</p>	<p>Students engage in systematic observation, analysis, evaluation, and synthesis to strengthen the quality and effectiveness of their work.</p>	<p><u>Courses:</u> Parent Education in Early Childhood Multicultural Settings Quantitative Literacy I Models for Balanced Literacy Thesis Research Integrating Math, Science, and Technology in Inclusive Settings</p> <p><u>Experiences:</u> Students engage in reflective journal writing as part of field experiences. Students analyze assessment data to make informed decisions about curriculum and instruction. Students engage in authentic assessment through portfolio development and partner with teachers and parents in this process. Students read, analyze, and synthesize research outcomes on specific problems and issues.</p>

ESTIMATED COSTS

NEWS COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

ESTIMATED COSTS BY YEAR

CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty Salaries	\$55,000	\$57,570	\$60,637	\$63,670	\$66,852	\$303,729
Grad. Assistants	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Clerical/Support Personnel	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Supplies/Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Other (Travel)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
TOTALS	\$76,000	\$78,570	\$81,637	\$84,670	\$87,852	\$408,729

SOURCES OF FINANCING BY YEAR

Estimated FTE Revenue Generated from the State*	\$89,040	\$111,300	\$133,560	\$166,950	\$200,340	\$701,190
Tuition Funding (New students only)**	\$50,400	\$63,000	\$75,600	\$94,500	\$113,400	\$396,900
Other State Funding (Legislative Approp.)	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Federal Funding	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding (Endowment, Auxiliary, etc.)	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS	\$159,440	\$194,300	\$229,160	\$281,450	\$333,740	\$1,198,090

* Based on new student numbers of 8, 10, 12, 15, 18 and \$11,130 per student.

** Based on part-time students taking an average of 18 credits per year (\$6,300).

INSTITUTIONAL APPROVAL

Curriculum Committee, Teacher Education	October 19, 2006
Faculties, Teacher Education	October 20, 2006
Curriculum Committee, College of Health, Education, and Human Development	November 27, 2006
Curriculum Committee, Clemson University	January 12, 2007
Provost, Clemson University	February 1, 2007
President, Clemson University	February 1, 2007