

**New Program Proposal
Master of Education
in Early Childhood Education
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Master of Education degree in Early Childhood Education to be implemented in Fall 2007.

The Board of Trustees approved the proposal on April 21, 2006 and was submitted to the Commission on February 12, 2007. It was reviewed by the Advisory Committee on Academic Programs without substantive comment and voted upon favorably on March 21, 2007.

According to the proposal, the purpose of the program is to offer a Master of Education in Early Childhood Education that strengthens the math, science, and technology base and skills of early childhood teachers. The curriculum of the program will be 42-credit hours. Students may choose either a Thesis track, which will provide a mechanism to increase the number of professionals in the field of early childhood education who are prepared to complete the terminal degree for filling positions in research and teaching in the field of Early Childhood Education; or an Applied Track. The need for the program, according to the proposal, is based on a current transition in the Teacher Education programs to have a math/science/technology emphasis across all curricular areas. This program would help meet 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 survey was administered in Fall 2005 to all early childhood education majors at Clemson. Of those responding, 95% stated that they would enroll in a master's degree program in Early Childhood Education, if available at Clemson University.

Each of the tracks of the program contains 24-credit hours with two courses specifically designed for math, science or technology. Only two courses are required in the areas of math, science or technology for a program with these content areas as its emphasis. Discussion with representatives from the institution shows a commitment of Clemson University's Eugene T. Moore School of Education to propose changes in course descriptions for the integration of math, science, and technology throughout the program in all required courses. In additional communication, Clemson University

officials stated that the thesis topic must be related to a Science/Technology/Engineering/Mathematics (STEM) discipline teaching/learning question. The Applied Track is composed of three courses (nine credit hours) in math, science or technology. Although the two advanced methods courses are currently in Elementary Education, rather than Early Childhood Education, subsequent communication between CHE staff and Clemson University has established that the name, description, and content of these courses will be changed to incorporate “Ages 3 to 11”, instead of “Elementary”. A total of five new courses will be added to the catalog of the institution.

This proposal grows from Clemson’s mission as a Land Grant institution, committed to science, technology, and engineering studies and to the institution’s recognition of the need for excellence in math, science, and technology instruction in K-12, if South Carolina is to be globally competitive. No other institution in South Carolina offers a Master of Education degree in Early Childhood with an emphasis in math, science, and technology. The Master of Education degree in Early Childhood Education will align well with existing programs in Early Childhood Education at Coastal Carolina, Francis Marion University, the College of Charleston, and the University of South Carolina-Columbia. According to the proposal, the growth of population in 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.

Enrollment in the proposed degree program is estimated to begin at eight headcount students (8 FTE) in Fall 2007 and increase to 10 students (8 FTE) in the second year; to 12 students (12 FTE) in the third year; to 15 students (15 FTE) in the fourth year; and to 18 headcount students (18 FTE) by the fifth year of the program. All of these students will be anticipated to be new to the institution. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The Eugene T. Moore School of Education currently has approximately 8 faculty with expertise for the proposed program. One administrator (1.0 FTE), nine headcount faculty (9 FTE) and one headcount staff (0.4 FTE) will serve the new program. A doctoral degree in early childhood education with an emphasis in math, science, and/or technology will be required for new faculty members. There will be one new faculty (1.0 FTE) required in the first year of the program. The proposed program will utilize several doctoral level clinical faculty members and doctoral candidates in Curriculum & Instruction who teach the 200 and 300 level undergraduate courses to implement the program.

The proposed program will be subject to accreditation by professional organizations including the National Council for Accreditation of Teacher Education (NCATE), and its affiliated specialty association, the National Association for the Education of Young Children). The current undergraduate Early Childhood program at Clemson University is fully accredited by NCATE through NAEYC, and the institution plans to have full accreditation for the graduate program within the first year of operation.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. The Clemson University Libraries are composed of R. M. Cooper Library, Special Collections, and Gunnin Architectural Library. These libraries provide print and electronic resources, access to electronic library resources that contain over 11,000 journals on-line included in the statewide PASCAL database and in others.

The proposal states that because of the changing research base in Early Childhood Education and the growing body of literature on how math, science and technology are related, there will be a need to add textbooks and other instructional and research-based resources during the first five years of the new program. Total needs for new materials in the collection to support Early Childhood Education will require approximately \$1,200 per year for each of the first three years and \$900 per year for the fourth and fifth years of implementation.

New costs for the program are estimated by the institution to begin at \$76,200 in year one and include new faculty salaries (\$55,000), graduate assistants (\$8,000), clerical/support personnel (\$10,000), supplies and materials (\$1,000), library resources (\$1,200) and travel (\$1,000). Estimated new costs increase to \$78,770 in the second year, \$81,837 the third year, \$84,570 the fourth year and \$87,752 the fifth year. The total estimated new costs for the program for its first five years will total \$409,129. Revenues estimated by the institution will be generated through estimated FTE revenue generated from the state, tuition funding, and reallocation of existing funds and will total \$1,198,090 for the first five years. No “unique costs” or other special state appropriations will be required or requested.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$112,614	\$0	\$112,614	N/A	\$62,173	\$62,173
Year 2	\$140,768	\$0	\$140,768	\$56,661	\$77,947	\$134,607
Year 3	\$168,921	\$0	\$168,921	\$70,684	\$92,798	\$163,482
Year 4	\$211,151	\$0	\$211,151	\$85,276	\$115,994	\$201,270
Year 5	\$253,382	\$0	\$253,382	\$105,805	\$140,119	\$245,924

These data demonstrate that if Clemson University can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates within the first five years of its implementation. Nevertheless, the institution has indicated it has the resources to fully meet the needs of the program to assure its quality.

In summary, Clemson University will offer a program leading to the Masters of Education in Early Childhood Education with an emphasis on math, science and technology. This program is needed in South Carolina and will provide unique training for teachers in Early Childhood Education with the emphasis on math, science and technology. The proposed program at Clemson University will contribute to future higher education faculty in Early Childhood Education with the Thesis Track.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's proposed program leading to a Master of Education degree with a major in Early Childhood Education, to be implemented in Fall 2007, provided that no "unique cost" or other special state funding be required or requested; and provided further that the program seek national accreditation by the National Association for the Education of Young Children (NAEYC) with nomenclature identical to that used in this program approval.