

**New Program Proposal
 Bachelor of Arts, Child Development and Family Studies
 University of South Carolina Upstate**

Summary

The University of South Carolina Upstate (USC Upstate) requests approval to offer a program leading to the Bachelor of Arts degree in Child Development and Family Studies to be implemented in Fall 2014. The proposed program is to be offered through traditional instruction on campus. The purpose of the proposed program is to prepare graduates for professional work with young children and families from diverse cultural, ethnic, and socioeconomic backgrounds. Graduates of the proposed program will have opportunities to work as teachers, childcare practitioners, and parent educators in private schools, learning centers, child development centers, family learning centers, and Head Start Programs. Graduates of this proposed degree will not be eligible for licensure in South Carolina. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal to the Committee on Academic Affairs and Licensing (CAAL). The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	8/1/11	
Program Planning Summary considered at ACAP	10/13/11	Staff asked about job opportunities and the potential debt load of graduates. Representative from USC Upstate stated that by 2020, all lead teachers must have a Bachelor's degree and that by 2012, all Headstart programs must have a minimum of one teacher with a Bachelor's degree in each class.
Program Proposal Received	7/25/13	
Comments and suggestions from CHE staff to the institution	10/14/13	Staff asked for clarification about the institutions involved with Upstate Direct Connect program and how this partnership is different from the Statewide Articulation Agreement.
ACAP Consideration	10/17/2013	Staff stated that graduates from the program are not eligible for licensure in South Carolina.
Comments and suggestions from CHE staff to the institution	11/20/13	Staff requested a revised proposal be submitted that addressed minor edits and questions noted in the document.
Revised Program Proposal Received	11/22/13	

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Bachelor of Arts degree in Child Development and Family Studies to be implemented in Fall 2014, provided that no additional “unique cost” or other special state funding be required or requested.

New Program Proposal

**University of South Carolina Upstate
School of Education**

Bachelor of Arts: Child Development and Family Studies

August, 2013

Thomas F. Moore, Chancellor
University of South Carolina Upstate

Harris Pastides, President
University of South Carolina

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Classification

Program Title: Bachelor of Arts: Child Development and Family Studies
Academic Unit: School of Education
Proposed Date of Implementation: Fall 2014
CIP Code: 190799
Identification of Program: New
Program Qualifies for Supplemental palmetto Fellows Scholarship and LIFE Scholarship Awards: No.
 This program qualifies for TEACH scholarship for childcare practitioners.
Delivery Mode: Traditional.

Institutional Approval

Evaluating Unit	Approval Date
USC Upstate, School of Education	December 5, 2012
USC Upstate, Academic Affairs Committee	January 14, 2013
USC Upstate Faculty Senate	February 1, 2013
Dr. Charles Harrington, Senior Vice Chancellor	February 21, 2013
Dr. Tom Moore, Chancellor	February 14, 2013
President Harris Pastides	May 17, 2013
Board of Trustees	June 17, 2013

Justification for the Program

Purpose and the objectives of the program

The University of South Carolina Upstate School of Education proposes a program designed to award the Bachelor of Arts: *Child Development and Family Studies* with a concentration in children ages birth to six years and to begin implementation in the Fall of 2014. The four-year curriculum of 120 credit hours is built on an ecological perspective with a progressive educational philosophy regarding the child’s interactions between social and physical environments. The purpose of this interdisciplinary program is to prepare students for professional work with young children and families from diverse cultural, ethnic, and socioeconomic backgrounds. Upon graduation, students will have opportunities to work as teachers, childcare practitioners, and parent educators in private schools, learning centers, child development centers, family learning centers, and Early Head Start and Head Start Programs. The program does not lead to state teacher licensure.

The need for the program

The need for the *Child Development and Family Studies* program is supported by educational and child development research indicating the positive impact of early experiences in later school success. Four-year programs that prepare college students interested in such specialized work are scarce in South Carolina and nonexistent in the Upstate. Federal programs, such as Early Head Start, aim to employ a lead teacher with a four-year degree in every classroom by 2012. The National Association for the Education of Young Children (NAEYC) also supports this standard as one of its accreditation requirements. However, The South Carolina Early Childhood Advisory Council Professional Development and Higher Education Team Report (2009) as well as Piedmont Community Action Early Head Start and First Steps Early Head Start Programs expressed the same concern. Experts throughout the state question South Carolina's ability to meet this standard due to lack of adequate four-year programs within this field. Although, community and technical colleges in the upstate offer a two-year associate degree in Child Development, there are limited opportunities for those students to transition to a four-year program at a public institution.

Quality measures of education for children ages birth to six, such as the Early Childhood Environmental Rating Scale (ECERS) and child outcome studies, consistently not only emphasize the significant effect on both child development and school readiness that is embedded in the program quality and the quality of teacher-child interactions but also the wide-ranging effects of teacher quality on early language, cognitive, social, and emotional development of children. According to child outcome research, the training of the teacher and the consistency of care appear to be particularly important to children's brain development in all domains and is attributed to the secure attachment and responsive teaching style that is established during the early years. The responsive teaching style is also one of the indicators of a high quality program. Both teacher training and educational level have a significant relation to the quality of teacher-child interaction and teacher practices in the classroom. Teacher practices are the particular strategies and natural ways of conducting certain activities that teachers develop as the result of prior education and special training. In turn, society benefits from a significant return on investment by having a more productive workforce, reducing the crime rate, increasing school achievement, saving in social services costs, and increasing tax revenue.

The South Carolina Early Childhood Advisory Council Professional Development and Higher Education Team Report (2009) also acknowledges the significance of quality education for early learners and identifies both educational training and a four-year degree as a need for South Carolina teachers. In the short-term, the Council recommends high quality education for these professionals as well as the possibility of birth to six teacher licensure.

As our schools become more diverse, the value of family involvement in children's care and education becomes even more critical. In order for school personnel and teachers to establish partnerships with parents, it is vital for future teacher candidates and childcare practitioner candidates to know and understand family dynamics, which is very significant in cultivating parent involvement. Therefore, *Family Studies* is an important component to early education and children's later school success.

USC Upstate School of Education collaborated with Piedmont Community Action in developing *Child Development and Family Studies* Program. Early Head Start directors in Spartanburg and Greenville counties confirmed that teachers' completion of this program would meet Head Start and Early Head Start standards. Both technical and community college students with a two-year associate degree will have the opportunity to transfer seamlessly to this program in order to earn a four-year degree. Also, acceptance to this program will not require Praxis I exam scores contrary to the licensure degree programs within the School of Education. Therefore, this program will provide an additional option for transferring students with an associate degree. Additionally, licensed child care and child development programs seeking NAEYC accreditation verify that the *Child Development and Family Studies* program will provide the opportunity to meet those standards. Results from a survey conducted among licensed child care teachers and directors in the Spartanburg and Greenville metropolitan area supported the *Child Development and Family Studies* program. When licensed childcare practitioners were asked if they would consider pursuing a four year degree if *Child Development and Family Studies* program will be available to them, 25% expressed strong interest. This small sample is representative of a larger population of licensed child care programs in the Upstate.

Centrality of the program to the mission of the institution

The *Child Development and Family Studies* Program is designed to align with the institutional mission at USC Upstate, which states:

University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission. As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

Therefore, the proposed *Child Development and Family Studies* program will fulfill this mission in response to meeting accreditation requirements as well as improving the quality in early childhood programs focused on very young children.

The *Child Development and Family Studies* program is also designed to align with the School of Education mission at USC Upstate, which states:

The mission of the School of Education is to prepare teachers for this exacting challenge. We offer high quality, comprehensive undergraduate and graduate programs for the preparation of teachers and the development of school leaders.

To facilitate achieving its vision, the School of Education has a three-fold mission--to prepare effective teachers who are reflective practitioners and professionals, to serve the diverse needs of public schools in the state of South Carolina, particularly the Upstate, working collaboratively with P-12 school personnel, and to advance understanding of how teaching and learning occur effectively. Offering the bachelor's degree in *Child Development and Family Studies* will fulfill USC Upstate and School of Education mission of meeting the needs of the region by providing an undergraduate degree that prepares students for leadership positions in child development and parent education in several public and private agencies.

Conceptual framework summary

The mission of *Child Development and Family Studies* program will build on an ecological perspective with a progressive educational philosophy regarding the child's interactions between social and physical environments. The purpose of this interdisciplinary program is to prepare students for professional work with young children and families from diverse cultural, ethnic, and socioeconomic backgrounds.

Assessment of extent to which the proposed program duplicates existing programs in the state

The universities in the Upstate region do not offer a four-year degree program in the area of *Child Development and Family Studies*. Only Columbia College and Benedict College, both located in Columbia, offer such an opportunity in South Carolina. However, the *Child Development and Family Studies* program at USC Upstate will be the first four-year degree program offered by a public institution in this field.

Relationship of the proposed program to existing programs at the proposing institution

The four-year *Child Development and Family Studies* program will be housed in the USC Upstate School of Education. The program is comprised of courses in the *Child Development and Family Studies* focusing on young children ages birth to six years in the School of Education, the *Child Advocacy Minor* in the Department of Psychology, and for students who would like to pursue an administrative track by earning a Minor in *Business*. This program will also provide an opportunity for the students who prefer to work with children younger ages, birth to six years, rather than *Early Childhood Education* focus four to eight years. The students in this program will attend courses at the Spartanburg campus. Delivering these courses to other USC campuses in the future remains a possibility. The *Child Development and Family Studies* program will require students to complete similar general education courses outlined in the *Early Childhood Education Program*. This program will require two upper level English classes in exchange for two of the math courses and will not require passing of the Praxis I exam since the program does not lead to teacher licensure.

Relationship of the Proposed Program to Other Institutions via Inter-institutional Cooperation

The *Child Development and Family Studies* program will work with community and technical colleges as well as with USC system and Palmetto College, in the realm of articulation agreements for a seamless transfer of the general education courses. In order to accomplish this transition, four additional courses will be articulated from selected community colleges and accredited early care and education programs to the *Child Development and Family Studies* program.

Federal programs, such as Early Head Start, aim to employ a lead teacher with a four-year degree in every classroom by 2012. The National Association for the Education of Young Children (NAEYC) also supports this standard as one of its accreditation requirements. However, experts throughout the state question South Carolina's ability to meet this standard due to the lack of adequate four-year programs within this field. Even though community and technical colleges in the Upstate offer a two-year associate degree in Child Development, there are very limited opportunities for those students to transition to a four-year program at a public institution. The *Child Development and Family Studies* program will not only provide a strong option for students seeking a bachelor's degree to move seamlessly between programs but also fulfill the Early Head Start and NAEYC accreditation requirements in South Carolina. Moreover, the *Child Development and Family Studies* program will offer an additional choice to USC Upstate School of Education students who wish to work in birth through age six education environments.

**Enrollment
Admission**

In addition to meeting the requirements for admission to USC Upstate, each candidate must successfully complete the following criteria in order to be admitted to the *Child Development and Family Studies* program:

- Successful completion of 60 hours of general education required coursework.
- “All Clear” criminal background check.

Projected Total Enrollment for First Five Years

ESTIMATED TOTAL ENROLLMENT/ CUMULATIVE PER ACADEMIC SEMESTER						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-2015	20	156	24	186		
2015-2016	27	210	30	234		
2016-2017	33	258	36	282		
2017-2018	40	312	45	354		
2018-2019	50	390	55	432		
TOTAL	170	1326	190	1488		

Discussion of the process which estimates were made

Enrollment estimates are based on a survey sent out by the South Carolina Center for Child Care Career Development (SCCCCD) which gauged licensed childcare center teachers’ and directors’ desire to obtain a four-year degree in *Child Development and Family Studies*. Results of this survey indicated interest among childcare teachers; out of 151 distributed surveys, 30 respondents included their contact information and asked for further notice. However, other centers and community college associate degree students were not included in this survey. Therefore, a cautious approach of 15-20% increase is selected since the advertisement and recruitment will require time in order to establish the program. Additionally, 30% full-time, 70% part-time enrollment was calculated for the nature of the students that may be attracted to this program.

PROJECTED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-2015	20	156	4	30		
2015-2016	3	24	3	24		
2016-2017	3	24	3	24		
2017-2018	4	30	5	42		
2018-2019	5	42	5	42		
TOTAL	35	276	20	318		

The numbers of credit hours is based on the sequence of courses suggested in the program of study and anticipate students to be enrolled full-time with 12 hours or more until 120 required hours are completed.

Curriculum

Child Development and Family Studies Program of Study

General Education Requirements	Cr.		Cr.
I. Communication	9	IX. Support Courses	<u>12</u>
SEGL 101 Composition	3	SSOC 101 Introduction to Sociology	3
SEGL 102 Composition and Literature	3	SANT 102 Understanding Other Cultures	3
SSPH 201 Public Speaking	3	SHED 221 Lifelong Health and Wellness	3
II. Mathematics and Logic	6	SEGL 484 Children's Literature	3
SMTM 121 College Algebra	3	X. Major Requirements	<u>27</u>
SMTM 231 Basic Concepts of Mathematics I	3	SEDF 200 Teacher Education Colloquium	
III. Information Technology	3	SEDC 300 Resources and Technology in Teaching	3
SCSC 138 Introduction to Computer Technology	3	SEDF 210 Foundations of Education	3
IV. Natural Sciences	7	SEDF 341 Introduction to Exceptional Learners/Special Education	3
SBIO 110 General Biology and SBIO 110/L Laboratory		SEDF 333 Educational Development of the Life-Long Learner	3
SPHS 101 Physical Science or	4	SEGL 245 Business Writing	3
SCHM 101,105,106 and 107/L Chemistry and Laboratory		SEGL 371 Grant Writing	3
SAST 111 Astronomy or	3	SSOC 341 Sociology of Families	3
SBIO 270 Environmental Science		SCAS 301 Intro to Child Maltreatment	3
V. Arts and Humanities	6	SCAS 401 System Responses to Child Maltreatment	3
One course selected from:		Major Courses	<u>38</u>
SATH 101,105, 106 Art History	3	SCDF 350 Development of the Young Child I	3
SMUS110 Music or STHE 161 Theater		SCDF 450 Development of the Young Child II	3
SPHL 102 or 211 Philosophy,	3	SCDF 456 Working with Parents in Diverse Settings	3
SAMS 101 or 102 American Studies	3	SCDF 352 Curriculum Methods and Standards I	4
SREL 103 Religion		SCDF 452 Curriculum Methods and Standards II	4
VI. Foreign Language/Culture	3	SCDF 454 Guidance and Assessment Methods	3
Foreign Language 102	3	SCDF 354 Exceptional Children and Early Intervention	3
VII. History	3	SCDF 356 Family Interaction and Communication	3
SHST 101 World History I or	3	SCDF 458 Internship	12
SHST 102 World History II			
VIII. Social and Behavioral Sciences	6		

Brief explanation of the assessments of student learning outcomes that will be used

- Summative Portfolio developed in the senior internship course
- The assessment tools aligned with NAEYC Standards listed in the table below
- Graduation rate

Program of Child Development and Family Studies Assessments Tools Aligned with NAEYC Standards

NAEYC Standard	Type of Assessment	Name of Assessment	When Administered
Standard 1. Promoting Child Development and Learning	A child's profile on all developmental domains based on observation and documentation.	Developmental Profile in Four Domains	SCDF 350 Development of the Young Child I and SCDF 450 Development of the Young Child II
Standard 2. Building Family and Community Relationships	An annual plan to systematically build and maintain family connections	Family Involvement Plan	SCDF 356 Family Interaction and Communication and SCDF 456 Working with Parents in Diverse Settings
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	Documenting growth and development using variety of methods such as observation, documentation, artifacts and administering ASQ with a parent questionnaire.	Tool Kit Assessment, Portfolio	SCDF 454 Management Guidance and Assessment Methods
Standard 4. Using Developmentally Appropriate Approaches to Connect with Children and Families	Short and long term planning Assessment of child learning and reflective analysis based on developmental projectile for ages 0-3	Child Initiated Project for ages 0-3	SCDF 352 Curriculum Methods and Standards I
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	Short and long term planning. Assessment of child learning and reflective analysis based on developmental projectile for ages 4-6	Child Initiated Project, an Integrated Approach for Ages 4-6	SCDF 452 Curriculum Methods And Standards II
Standard 6. Becoming a Professional	Internship experience evaluation	Practicum and Resource Portfolio	SCDF 458 Internship

The new courses that will be added to the course catalog with the Program of Child Development and Family Studies:

Course	Crdt Hrs	Description
SCDF 350 Development of the Young Child I	3	This course is designed for candidates to study the developmental domains and developmental trajectory of children between the ages of birth to three years within the ecological context. The course will focus on environmental influences on development within the cultural context. The candidates will also examine the cultural and environmental influence on development by creating a developmental profile of a child through play observations.
SCDF 450 Development of the Young Child II	3	This course is designed for candidates to analyze the developmental domains of children between the ages of four to six years within the ecological and cultural context. The candidate will study a child in order to create a developmental profile using observations, developmental checklists, and a screening tool.
SCDF 456 Working With Parents in Diverse Settings	3	This course is designed to develop strategies that support and assess parental involvement within diverse settings. Candidates will study theory and research that supports understanding parents and families of young children. The course focuses on the needs of families with and without children of disabilities and/or developmental delays.
SCDF 352 Curriculum Methods and Standards I	4	This course is designed to provide knowledge in planning and teaching strategies based on developmental theories and research. The candidate will develop an understanding of developmentally appropriate practice as well as the influence of environment on infants and toddlers using South Carolina Infant/Toddler Guidelines. This course will have three class hours and one clinical hour.
SCDF 452 Curriculum Methods And Standards II	4	This course is designed to provide knowledge in planning and teaching strategies for children between the ages of four to six years of age based on developmental theories and research. The candidate will plan learning experiences using South Carolina Good Start Grow Smart Learning Standards. This course will have three class hours and one clinical hour.
SCDF 454 Guidance and Assessment Methods	3	This course is designed to assist candidates in developing necessary skills for the assessment young children. The candidate will demonstrate these skills by implementing the Spartanburg Toolkit, play observation, documentation and interpretation. The candidate will administer the ASQ screening tool in order to determine the normal ranges of development as well as developmental delays.
SCDF 458 Internship	12	This course is designed for candidates as they prepare to create a developmentally appropriate environment in a childcare setting, demonstrate their understanding of importance of responsive relationships and stimulating high-quality interactions in development and learning of young children. Teacher candidates will create a resource portfolio based on their internship experience. This portfolio will include a plan of guidance, plan of activities in every developmental domain based on state learning standards and guidelines, plan of environment, plan of family relationship, and self-assessment.
SCDF 356 Family Interaction and	3	This course is designed to provide candidates with knowledge and skills needed to interact positively and productively with families from diverse situations. Candidates will explore varies forms of communication and

Course	Crdt Hrs	Description
Communication		identify ways that are most effective for the population with whom they are working.
SCDF 354 Exceptional Children and Early Intervention	3	This course is designed to provide candidates with theoretical and practical approaches for working with young children with disabilities and/or developmental delays. Candidates are introduced to involving and supporting parents and families whose child or children have developmental delays or disabilities.

Faculty

Table of faculty rank and qualifications involved in the program

Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in the Field
Professor #1	Ph.D	Early Childhood Education	Family Studies and Special Education
Assistant Professor #2	Ph.D	Early Childhood Education	Development and Curriculum
Assistant Professor #3	Ph.D	Early Literacy	Language Development and Assessment
Assistant Professor #4	Ph.D	Early Childhood Education	Development and Curriculum

Faculty Responsibilities

The USC Upstate School of Education recognizes the customary three-fold role of faculty members including teaching, service, and scholarship:

Teaching encompasses effectiveness in teaching, accessibility and participation. Faculty members demonstrate effective teaching by delivering instruction in a manner that serves as pedagogical model for teacher candidates. Additionally effectiveness in teaching comprise accessibility to the students by posting and keeping regular office hours, providing timely and accurate advisement, and participating in student orientation sessions. In addition to carrying twelve hour teaching load faculty members are expected to be involved in curriculum and course development as well. Faculty members are also expected to participate in university and school of education functions.

In addition to teaching responsibilities, faculty members are responsible for contributing to the processes which enable the University to implement its mission. Since faculty members play an important role in the formulation of University policies, recognition is given to those who participate effectively in faculty governance and the development of institutional procedures, whether assigned or assumed voluntarily. Service includes contributions to local, state, national, and international communities; and service leading to the advancement of the profession.

Faculty members are expected to provide evidence of scholarly activities. Such evidence may include: application of knowledge in one's academic field of interest; publication of scholarly books; articles in scholarly refereed journals; refereed conference proceedings; other publications; professional reports and reviews; scholarly presentations at state, regional, national, and international conferences; participation in projects of scholarly interest; and

successful application for external grants. Applied research and consultation for business, industry, government, education, and service agencies are recognized as avenues of professional development and creativity.

Institutional Definition of the full-time equivalents (FTE)

1 FTE = 12 credit hours per semester

1 FTE Staff/Administrator = 37.5 hours per week

Faculty in the School of Education will teach courses offered in the proposed program.

Table of FTE for Administrators, Faculty and Staff for Five Years for the Proposed Program

UNIT ADMINISTRATION/FACULTY /STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014-2015			2	2	2	2
2015-2016			2	2	2	2
2016-2017			2	2	2	2
2017-2018			2	2	2	2
2018-2019			2	2	2	2
Faculty						
2014-2015	1	1	4	4	5	5
2015-2016			5	5	5	5
2016-2017			5	5	5	5
2017-2018			5	5	5	5
2018-2019			5	5	5	5
Staff						
2014-2015			3	3	3	3
2015-2016			3	3	3	3
2016-2017			3	3	3	3
2017-2018			3	3	3	3
2018-2019	1	1	3	3	4	4

Child Development and Family Studies program will add eight new courses and an internship to the university catalog. Therefore one additional faculty member will carry a full teaching load of 12

hours, four courses and the rest will be taught by one of the Early Childhood faculty. This will not have an impact on the current program since a new faculty member will be added to the Early Childhood Program. The table reflects the additional faculty to the Early Childhood Program. Internship will be coordinated by the School of Education field experiences office. Since a small enrollment is expected, it will not create extra work load given the currently low overall enrollment in other programs.

Physical Plant

Adequacy of Existing Physical Plant for First Five Years

The School of Education is housed in the newly completed Health Education Complex at the USC Upstate campus. All fulltime faculty members are provided individual offices equipped with computers with internet and phone with voicemail. Information technology and instructional technology support is provided to the faculty, staff and students. The first five years of the current physical plant and resources are adequate to provide space for the classes offered. An additional physical plant will not be required in the foreseeable future for *Child Development and Family Studies* program.

Equipment

For the first five years, there is no need for new equipment for this program.

Library Resources

Library

The USC Upstate Library provides access to excellent resources with over 220,000 volumes and 730 journal subscriptions. Additionally, among over 13,000 electronic journals, 400 full-text journals are relevant to the field of education. There are 22 public reference computers that allow access to the Internet and electronic resources, including the library's online catalog. Within the physical structure of the library, there is a general use computer lab that houses 36 workstations. The library also subscribes to more than 190 electronic databases. Most of these databases are available to students via remote access using their university logon and password procedures.

Library Holdings

The library has over 241,000 volumes in its collection. In addition to the library's online catalog, there is electronic access to more than 190 databases, 32,000 electronic books, and more than 29,000 full-text electronic journals. These resources are available via remote access through a campus proxy server.

Additionally, the Library offers library instruction/information literacy sessions to classes upon the invitation of the instructor. This instruction includes information not only on using the library and its resources but also on using information responsibly as well as finding and evaluating electronic resources available through the Internet. Students are instructed in developing information strategies that will allow them to participate in lifelong learning (See appendix A for library holdings and electronic information) .

The library is open total of 82.5 hours per week with on-site and via email reference available. Circulation, reserves, interlibrary loan, and loan through Partnership Among South Carolina Academic Libraries (PASCAL) is available to faculty and students.

School of Education Curriculum Library

The School of Education accommodates the education majors with a Curriculum Library that is located in Health and Education Complex (HEC). The Curriculum Library consists of 1800 volumes related to Educational Psychology, Language and Literacy, Science, Social Studies, Math, Assessment, Special Education, Music, Art, Children's Literature, and Technology. The holdings include specific textbooks and learning resources related to teaching and learning birth through age six.

Accreditation, Approval, Licensure, or Certification

The proposed program is not subject to specialized or professional accreditation or approval by any state agency other than the South Carolina Commission on Higher Education.

Articulation

USC Upstate has partnered with two year colleges through Upstate Direct Connect which provides the opportunity for graduates with an associate degree (AA, AS, or select AAS) from Greenville Technical College, Spartanburg Methodist College, or Tri-County Technical College and Spartanburg Community College who would like to pursue a four-year degree to be admitted to USC Upstate. Qualifying students with a 2.0 grade point average (GPA) are admitted after completion of 45 semester hours. Upstate Direct Connect partnership is in addition to 86-course Statewide Articulation Agreement. Upstate Direct Connect provides concurrent enrollment opportunity and admission to USC Upstate after completing 45 credit hours. In this agreement the required coursework for programs were identified and admission is guaranteed after completion of the two-year degree in mentioned institutions. After the evaluation of the transcript of each transfer student, credit is given to the incoming candidate for courses that match the course content of existing, required courses at USC Upstate. The USC Upstate General Course Catalog addresses the transfer of course credits to USC Upstate.

The *Child Development and Family Studies* program will honor the articulation agreement between the USC Upstate School of Education Program of Early Childhood Education and the National Association for the Education of Young Children (NAEYC) accredited Early Childhood Development Programs. According to this agreement, in order for students to receive transfer credit, students must do the following:

- Complete the Early Childhood Development (ECD) courses listed in the agreement
- Meet with a USC Upstate advisor prior to admission to initiate transfer
- Complete additional general education courses with a "C" or higher grade
- General education courses may be completed at either USC Upstate or Spartanburg Community College. All transfer credit evaluations are done on a course-by-course basis from the official transcript
- Credit is not granted by transfer for vocational, remedial, or transitional courses.
- Students entering into the School of Education will be subject to the requirements specified in the catalog that is current at the time of their matriculation into the program. Individual analysis of student transcripts will be made for credits accumulated under the semester system from Technical Colleges.

In addition to general education courses covered by existing articulation agreements, the USC Upstate School of Education has agreed to accept four additional courses offered by technical colleges.

Technical College Course	USC Upstate School of Education Equivalent
ECD 107 Exceptional Children	SEDF 341 Intro to Exceptional Learners/ Special Education
ECD 102 Growth and Development I	SEDF 333 Educational Development of the Life-Long Learner
ECD 203 Growth and Development II	SEDF 210 Foundations of Education
ECD 200 Curriculum issues in infant and toddler development and ECD 251 Supervised field experiences in infant/toddler environmen	SCDF 352 Curriculum Methods and Standards I

Estimated New Costs and Sources for Financing

The source of financing for this program is student generated. Students are recruited from the general USC Upstate population qualified to receive Hope and Life Scholarships in addition to students who are qualified for supplemental scholarships, such as Teacher Education and Compensation Helps (T.E.A.C.H.) and tuition assistance through Head Start Programs. T.E.A.C.H. scholarships are incentives for teachers employed at registered or licensed childcare programs to pursue courses toward a four-year degree. Head Start Programs' tuition assistance is provided for teachers employed with Head Start and Early Head Start Programs in order to pursue a bachelor degree in this field.

Table for New Costs to the Institution and Sources of Financing

ESTIMATED COSTS PER YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	10,000					10,000
Faculty Salaries	70,000	70,000	70,000	70,000	70,000	350,000
Graduate Assistants	8,000	8,000	8,000	8,000		32,000
Clerical/ Support Personnel					7,500	7,500
Supplies and Materials	3,000	4,000	5,000	3,500	2,000	17,500
Library Resources				3000	2000	5,000
Equipment	2,000					2,000
Facilities						
Other (Identify)	3,500	2,500	2,500	2,500	2,500	13,500
TOTALS	94,000	86,500	85,500	87,000	84,500	437,500
SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from the State						
Tuition Funding (New students only)	136,145	176,737	214,917	265,054	351,268	1,144,121
Other State Funding (Legislative Approp.)						
Reallocation of Existing Funds						
Federal Funding						
Other Funding						
Tuition Funding (New students only)	136,145	176,737	214,917	265,054	351,268	1,144,121

In addition to USC Upstate School of Education current faculty, administration, and staff, this program budget includes one additional full-time faculty and adjunct instructors to teach new courses and field experiences. In order to furnish an office space for the new faculty member one time equipment item is addressed in the program budget. Program administration costs are comprised of initial startup expense and compensation of the time that will be invested by the faculty members.

Graduate assistants will be utilized in the establishment of records of incoming students. Due to the increase in enrollment, support personnel will be added for administrative tasks in the fifth year. The items that are budgeted under “other” comprise of advertisement and announcement and recruitment of the program as well as compensation if necessary.

Appendix A

Locating and Obtaining Electronic Information

The Library offers library instruction/information literacy sessions to classes upon the invitation of the instructor. This instruction includes information not only on using this library and its resources but also instruction on using information responsibly, finding and evaluating electronic resources available through the Internet. Students are instructed in developing information strategies that will allow them to participate in lifelong learning.

The library has approximately 6,130 books and 188 VHS/DVD titles related to education. There are approximately 6,930 books in the library's juvenile collection, which includes young children's literature titles.

The library has a print subscription to the following education journals:

ACADEME
ALAN REVIEW
ALBERTA JOURNAL OF EDUCATIONAL RESEARCH
AMERICAN EDUCATIONAL RESEARCH JOURNAL
AMERICAN SECONDARY EDUCATION
CAMPUS TECHNOLOGY
CHILD DEVELOPMENT
CHILD DEVELOPMENT PERSPECTIVES
CHILDRENS LITERATURE IN EDUCATION
CHRONICLE OF HIGHER EDUCATION
CUR QUARTERLY
CURRICULUM INQUIRY
CURRICULUM REVIEW
DELTA KAPPA GAMMA BULLETIN
DIVERSE ISSUES IN HIGHER EDUCATION
EARLY CHILDHOOD EDUCATION JOURNAL
EARLY CHILDHOOD RESEARCH QUARTERLY
EDUCATION & TREATMENT OF CHILDREN
EDUCATION AND SOCIETY
EDUCATION AND TRAINING IN DEVELOPMENTAL DISABILITIES
EDUCATION WEEK
EDUCATIONAL HORIZONS
EDUCATIONAL RESEARCHER
EDUCATIONAL TECHNOLOGY
EDUCATIONAL THEORY
ELEMENTARY SCHOOL JOURNAL
ENGLISH EDUCATION
EXCHANGE
GIFTED CHILD QUARTERLY
HORN BOOK GUIDE
HORN BOOK MAGAZINE
INSTRUCTOR
INTERNATIONAL JOURNAL OF EARLY CHILDHOOD
JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION
JOURNAL FOR THE EDUCATION OF THE GIFTED
JOURNAL OF ADOLESCENT & ADULT LITERACY
JOURNAL OF COLLEGE STUDENT RETENTION
JOURNAL OF EARLY INTERVENTION
JOURNAL OF EDUCATION
JOURNAL OF EDUCATIONAL AND BEHAVIORAL STATISTICS

JOURNAL OF EDUCATIONAL RESEARCH
JOURNAL OF GENERAL EDUCATION
JOURNAL OF LAW & EDUCATION
JOURNAL OF LEARNING DISABILITIES
JOURNAL OF LITERACY RESEARCH
JOURNAL OF MULTICULTURAL COUNSELING AND DEVELOPMENT
JOURNAL OF RESEARCH IN CHILDHOOD EDUCATION
JOURNAL OF SCHOOL PSYCHOLOGY
JOURNAL OF SPECIAL EDUCATION
LANGUAGE ARTS
LEADERSHIP
LIBERAL EDUCATION
LITERACY RESEARCH & INSTRUCTION
MATHEMATICS TEACHING IN THE MIDDLE SCHOOL
METROPOLITAN UNIVERSITIES
MIDDLE LEVEL LEARNING
MIDDLE SCHOOL JOURNAL
MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT
MULTICULTURAL REVIEW
NEGRO EDUCATIONAL REVIEW
NSTA REPORT
PEABODY JOURNAL OF EDUCATION
READING HORIZONS
READING RESEARCH QUARTERLY
READING TODAY
RESEARCH IN THE TEACHING OF ENGLISH
SB&F (formerly: Science Books and Films)
SCIENCE ACTIVITIES
SCIENCE AND CHILDREN
SCIENCE EDUCATION
SCIENCE SCOPE
SCIENCE TEACHER
SOCIAL EDUCATION
TEACHER EDUCATOR
TEACHING CHILDREN MATHEMATICS
TEACHING EDUCATION
TEACHING EXCEPTIONAL CHILDREN
TEACHING TOLERANCE
TECH TRENDS
THEORY INTO PRACTICE
URBAN REVIEW
YC YOUNG CHILDREN

The library has access to the electronic databases *ERIC*, *Education Research Complete*, and *Educator's Reference Complete*. Two of the databases, *Education Research Complete* and *Educator's Reference Complete*, contain full-text articles from education journals. There are also education full-text articles available on the library's multidisciplinary databases *Academic Search Premier* and *Academic OneFile*. It is important to note that there are many full-text articles available on these databases from education journals to which the library does not have a print subscription.