New Program Proposal
MAT in Teacher Residency in Early Childhood Education
Clemson University

Executive Summary

Clemson University (CU) requests approval to offer programs leading to a combination bachelor/master's degree culminating in a Master of Arts in Teaching (MAT) in Teacher Residency in Early Childhood Education. The program would be implemented in Fall 2018 and will be offered through online and hybrid options. This chart outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/02/17	Not Applicable
Staff Communication prior to ACAP	11/16/17	CHE Staff sent questions to Clemson University (CU) representatives regarding the proposed MAT in Teacher Residency (TR) in Early Childhood Education. In response to those questions and prior to ACAP, the projected enrollment and budgets were modified to reflect the enrollment and budget for each individual proposed MAT. The enrollment numbers for Early Childhood Education are cumulative with a new class of undergraduate, second semester seniors being added each Spring semester. Through inquiry from CHE Staff, CU clarified that students will meet the Praxis CORE requirement prior to completing professional level requirements in their undergraduate work. Also, students will be required to present passing Praxis II scores prior to admission to the MAT in TR. In addition, CU staff clarified that any applicant, whether a CU undergraduate education major or a non-education major with or without a bachelor's degree, would be required to complete the specified content and pedagogical prerequisite coursework as part of the admissions process. Finally, contract courses that had originally been in the MAT in TR budget were removed since they are not part of specific income associated with this degree.
ACAP Consideration	11/30/17	CU representatives introduced the program as a degree targeted at CU undergraduates who complete specific prerequisites, including 12 graduate hours during the second semester of their undergraduate senior year. The remaining hours required for certification are completed during this proposed MAT. The goal is to increase recruitment and retention by marketing this degree to undergraduates, offering a full-year classroom residency, and by offering a cost savings in the bachelor/master degree

Stages of Consideration	Date	Comments
		combination. CU has established partnerships with Upstate districts. The Early Childhood bachelor's degree requires a total of 125 hours, including the initial 12 hours toward the MAT. Since the MAT only requires an additional 18 hours post-baccalaureate, CHE staff questioned how students would meet the 150 hours required between the bachelor/master combination. CU assured ACAP members and CHE staff that most students will graduate with more than 150 hours because of the number of college credits they bring from high school. In addition, CHE staff expressed concern about a 30-hour MAT requirement given the low end for a master's degree has traditionally been 33 hours. Other institutions indicated they have accelerated master degree programs. CU shared that the advanced nature of the 12 graduate hours in the undergraduate program and the 18 graduate hours during the MAT year are at the same advanced level of other master's degrees. Following the discussion, ACAP members voted to recommend the program proposal.
Comments, questions, and suggestions from CHE staff sent to the institution	12/14/17	Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward: • Provide a comparison to the University of South Carolina Master of Teaching in Secondary Education (5th year master's program leading to certification), Furman University MA program (post-baccalaureate certification program that includes a paid residency); and Winthrop's MAT and Accelerated MAT (Accelerated MAT is for students who began education coursework as an undergraduate). • Provide clarification on why the teacher residency does not offer a financial incentive or stipend – a common characteristic specifically of successful teacher residency programs. • Provide clarification regarding the use of graduate courses that count toward a bachelor's degree also counting toward a master's degree. CU's website had conflicting information. • Provide clarification on how students will be able to complete a minimum of 132 hours in the undergraduate degree, including the 12 hours that count for the undergraduate and graduate degrees, with the intent of achieving a total of 150 hours.

Stages of Consideration	Date	Comments
		• Provide an explanation for how the proposed degree meets SACSCOC expectations for an advanced degree since the proposed MAT only offers an additional seminar and an additional semester of student teaching beyond the current requirements for undergraduate teacher certification.
Revised Program Proposals Received	01/09/18	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to a Master of Arts in Teacher Residency in Early Childhood Education to be implemented in Fall 2018.

Clemson University 10-year Program Approval/Termination Data (2007-2017)

Approved	34
Terminated	17

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Name of Institution

Clemson University

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

Teacher Residency in Early Childhood Education, Master of Arts in Teaching (MAT)

Program Designation

    ☐ Associate's Degree   ☒ Master's Degree

    ☐ Bachelor's Degree: 4 Year   ☐ Specialist

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

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

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

    ☐ Yes

    ☒ No

Proposed Date of Implementation	CIP Code
Fall 2018	13.1210

Delivery Site(s)

Online and Hybrid, Off-Campus

Delivery Mode

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

                                          ☒ Blended (more than 50% online)

                                          ☒ Other distance education

Program Contact Information (name, title, telephone number, and email address)
Dr. Jeff C. Marshall, Professor and Chair
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Institutional Approvals and Dates of Approval

Department Curriculum Committee: July 27, 2017
College Curriculum Committee: August 17, 2017
University Graduate Curriculum Committee: October 13, 2017
Provost: September 30, 2017
President: September 30, 2017
Board of Trustees: October 6, 2017

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Clemson University College of Education (CoE) is developing a Teacher Residency master's program, the first of its kind program in South Carolina. The purpose of this program is to create fundamental systemic change, build the teaching profession in South Carolina's most high-needs fields and locations, and develop leaders in schools and communities by attracting, developing, retaining, and supporting high-quality educators.

A study by the Center for Educator Recruitment Retention and Advancement found that in the fall of 2016, 481 teaching positions went unfilled in South Carolina. In 2015, 449 vacancies were reported with nearly two-thirds in three particular geographic areas where the poverty index for the school districts averages 90%. Twenty percent of all vacancies represented teaching positions that require early childhood or elementary certification. This teacher shortfall is most problematic in rural schools and schools with high rates of poverty. The study predicts that the state's chronic teacher shortage in these critical subjects will grow worse over the next 10 years.

The focus of the Teacher Residency program will be on developing teacher leaders who can accelerate growth and achievement in partner school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development. Faculty in the Clemson University College of Education are well positioned to deliver this program through revision of existing coursework, programming, and clinical experience. Current undergraduate students who are studying P-12 educational fields such as early childhood, elementary, secondary, science or mathematics teacher preparation programs will be the target participants for the Teacher Residency Program.
The faculty have developed external grant funding for the implementation of the project under the title: CU's Teacher Residency: Immersion, Inquiry and Innovation (CU-TRI[3]). Teacher Residents will have rich, immersive experiences with trained master teachers. The curriculum plan is based on the BA/BS-MAT combined program philosophy, in such, that qualified students will take twelve hours of graduate course work their senior year in place of a traditional student teaching experience. The following fall, students will enroll in a two-semester Teacher Residency course and complete the remaining hours toward their MAT degree. This pairing for a full-year classroom apprenticeship within master-level education is a critical component. It allows students to integrate coursework and clinical experience prior to employment as a teacher-of-record.

Alignment with the ClemsonForward Plan

The proposed teacher residency program is directly linked to the College of Education's vision and mission. Being a transformative leader in improving education; serving underperforming schools and underserved communities; engaging in active service throughout the state and nation to improve life

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outcomes for the greater benefit of society; and addressing the current and future challenges of access, inclusivity, poverty, equity, diversity, and innovative teaching throughout our state and nation are all central to our work and this program. This program will adhere to CAEP policy and be directly tied to CAEP standards for accreditation. Additionally, this program will adhere to South Carolina EPP policies and standards and will exceed South Carolina requirements related to clinical experiences.

List the program objectives. (2000 characters)

The primary program goals of the Eugene T. Moore School of Teacher Residency are to:
- Strengthen the selection criteria for teachers in areas of content knowledge and pedagogical expertise
- Enhance professional development of in-service teachers
- Increase student achievement, teacher performance, and teacher effectiveness
- Decrease teacher turnover in South Carolina school districts
- Reduce financial barriers to high-quality preparation
- Develop data systems to support continuous improvement, accountability, and information exchange among partners.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

1. **Current:** Thirty juniors met with advisors last spring and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).
2. **Projected:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.
3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be able to enhance current recruitment efforts and expand undergraduate enrollment.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?
☒Yes

☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

		Employment Opportunities		
Occupation	**Expected Number of Jobs Nationally**	**Employment Projection**	**Expected Number of Jobs in SC**	**Data Source**
Preschool and Early Childhood	441,000	7% growth	4,610	US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm)
Kindergarten and Elementary	1,517,400	6% growth		US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm)
Kindergarten, except special education	1,517,400	6% growth	2,550	US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm)
Early Childhood/ Elementary (all)			18,376.74	2016 SC CERRA Report on Teaching Positions in SC

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The SC CERRA 2016 report on vacant teaching reports indicated that 241.24 teaching positions were unfilled at the beginning of the 2016-17 school year. This was an increase of 32 vacancies over the previous year. It should be noted that "Just over 19% of all vacant positions require early childhood/elementary certification." The report states that 91.8 unfilled positions were in Early Childhood and Elementary Education in the fall of 2016.

It should be important to note that the SC CERRA 2016 reported that the number of Teachers who did not return to their teaching positions increased by 21%. "Of the teachers who did not return for the 2016-17 school year, one-quarter took a teaching position in another SC district or special school. A departure like this may not be considered statewide turnover, but the negative impact can be extreme for districts that consistently lose teachers to more preferred districts." The report identified 38% of teachers not returning had five or fewer years in the classroom and 12% occurred during or after the first year in the classroom. A rationale for the year-long Teacher Residency is to address retention of teachers.

(http://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf)

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Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?
☐Yes
☒No

If yes, explain. (500 characters)

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List of Similar Programs in South Carolina

MAT Programs in SC using the CIP Code 131210

Program Name	Institution	Similarities	Differences
Early Childhood Education	College of Charleston	Leads to recommendation for a teaching certificate in grades pre-kindergarten through third in SC. Pedagogy and content knowledge is similar and both include courses addressing effective learning environments.	The program is 48 credit hours versus 30 credit hours, admission requirement is undergraduate coursework in a broad liberal arts background while CU's requires a specific preparation in early childhood education; GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two).
Pre-Elementary/Early Childhood/Kindergarten Teacher Education	Converse College	Both programs are designed to prepare students for certification in pre-K through 3 and combines instructional methodologies and experiential work meeting state and national standards.	Converse program is designed for a person with an undergraduate degree in area other than education. Converse has designed a flexibility schedule to assist students who are employed. Classes are in late afternoon. The program is 46 credit hours, including directed teaching versus the 30-hour graduate program at CU. Clemson's program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work plus a year-long teaching residency.
Early Childhood Education	SC State University	Both programs are designed to prepare students for certification in pre-K through 3; both programs include methodologies designed to promote early childhood learning. Prepare students for state and national standards for ECE.	SC State program is 51 credit hours; traditional MAT program designed at SC State. Clemson's program builds on the student's undergraduate ECE curriculum and graduates students with 30 hours of graduate courses work including a yearlong teacher residency.
Early Childhood Education	Winthrop University	No information was found on Winthrop's home page related to an ECE program. However, the admission for students into Winthrop's MAT programs do allow for course work in content areas equivalent to their undergraduate certification requirements. This is similar to Clemson's designed in which the MAT builds on our undergraduate teacher preparation programs.	Without a description of the program on Winthrop's website, it is difficult to identify the differences. The other MATs at Winthrop are 33-45 semester hours. Other than length of the program, the major difference is the yearlong teacher residency.

| Early Childhood Education | Furman | Furman allows students to earn up to 6 hours toward a master's degree in their undergraduate program, while Clemson students earn 12 credits in the TR semester of their senior year. Furman provides, through a relationship with the Greenville School District, an induction year for first year teachers. | Furman students are **hired employees** when they enter the year-long internship and are considered **certified teachers,** under an approval with the SC Department of Education for an Internship Certificate. |

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The Teacher to Teacher weblink (http://www.furman.edu/academics/education/program-overview/Pages/Teacher-to-Teacher.aspx) reads in part, "Teacher to Teacher Program participants may be given the opportunity of becoming induction year teachers at the start of the K-12 academic year following graduation from Furman. An "induction year" refers to an individual's first year as an official teacher in a South Carolina public school."

In order for a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate's certification area; the candidate must receive passing scores on PRAXIS subject exams; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate's final evaluation.

The school district hires (offers a contract) for the induction year and pays the salary of the "intern" who has been provided one-year Internship Certificate from the SC Department of Education. After completion of the induction year, Furman endorses the induction teacher for Initial SC Teacher Certification.

During the induction year, students can earn 9 hours of graduate credit. As an undergraduate student, the Teacher to Teacher inductee may earn additional graduate credit as noted below. Clemson students

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earn 12 credits toward their graduate degree as an undergraduate, and completes the master's degree at the same time they receive Clemson's endorsement for Initial SC Teacher Certification.   Two semesters after completing their undergraduate degree, Clemson students have earned a master degree (9 months) versus 15 months after completing the induction year.

From the weblink provide by SC CHE above:
"Teacher to Teacher candidates who have completed their required prerequisites as undergraduates may add additional areas of licensure and graduate with an M.A. degree. Several programs may be completed in approximately 15 months after receiving the B.A. degree, but candidates may elect to extend the program of study over 2-3 years. In the Teacher to Teacher Program, candidates earn between six and nine graduate hours during their induction year that may apply to the M.A. degree at Furman University. Teacher to Teacher Program candidates who satisfactorily complete all Senior Block courses (including the Practicum experience) and who are eligible to enroll in EDEP-670: Teaching Internship may gain provisional graduate admittance for study in the summer session prior to the completion of the teaching internship."

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Description of the Program

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring 2018			6	72		
2018-19	6	54	22	246		
2019-20	16	144	34	360		
2020-21	18	162	38	402		
2021-22	20	180	40	420		
2022-23	20	180	40	420		

The numbers on the projected enrollment table are cumulative, with a new class of students being added each spring semester. The projected enrollment and credit hour production in the Enrollment table shows the Senior Second Semester students in the Spring semester, followed by their enrollment in the following fall and spring.

In this table, in the Spring of 2018 we anticipated 6 second semester senior students in early childhood enrolling in 12 credits of graduate coursework, these 6 students will enroll in 9 credits in the fall semester of 2018. In the Spring of 2019, the 6 students will enroll in 9 credits, plus we will begin our second class of second semester senior students with 16 new students projected. The total enrollment in the Spring of 2019 is therefore 22 students.

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

☒Yes

☐No

If yes, explain. (1000 characters)

The MAT Teacher Residency program information will be provided to all enrolled pre-service undergraduate education majors students in early childhood, elementary, and secondary education programs through a variety of avenues including, but not limited to advising sessions, focus groups, and printed materials. The Undergraduate and Graduate catalogs provide detailed information on the overarching Combined Bachelors to Master's program of study policies and procedures at Clemson University. The MAT Teacher Residency meets the standards and requirements under the policy as a combined program. Students must complete a standard request form (GS6-Bachelor to Graduate Request for Combined Education Plan). Students who are interested in Teacher Residency will complete an application form in the Spring of their Junior year. Students who have followed the published plan of study in the University catalog should have 90 hours at the conclusion of their junior year.

All pre-service undergraduate education majors in early childhood are eligible for the teacher residency program. Those opting for teacher residency will complete an application and necessary forms to apply and enroll in the combined BA/BS to the master's TR program fall of their senior year.

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples),

recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.
3. Passing scores on PRAXIS II (PLT and subject assessment) <u>are required</u> before enrolling in the Teaching Residency and Seminar sequence.
4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

Clemson students have a high success rate on the Praxis II (PLT and subject assessment tests).

Early Childhood (2016-2017)				
Test	Total N	# Pass	% Pass	Cut Scores
5621 Principles of Learning and Teaching: Early Childhood	23	23	100	157
5024 Education of Young Children	21	20	95.24	160

Students who are accepted into the Teacher Residency program through the completion and approval of the GS6 Form GS6-Bachelor to Graduate Request for Combined Education Plan (https://www.clemson.edu/graduate/files/pdfs/GS6-bachelor-to-graduate.pdf) designed for all graduate programs that allow a combined education plan. Students remain an undergraduate student until they completed their undergraduate degree. They will have 12 graduate hours of coursework at the time of their undergraduate degree graduation. After their undergraduate graduation, they are formally admitted as graduate students in the MAT degree program.

It is important that students complete the correct Graduate School Form. There are two GS6 forms, one for undergraduate students taking graduate courses, the second form for students requesting a Bachelor to Graduate combined education plan. The GS6-Bachelor to Graduate Plan has no limit on the number of graduate courses.

The Form GS6 Bachelor to Graduate Plan reads:

1. A maximum of <u>12 credit hours of graduate courses may be applied to the bachelor's program</u>.
2. The total credit hours taken for the bachelor's and master's must be at least 150 credit hours; that is, the credit hours counted towards the bachelor's degree plus the credit hours taken after the bachelor's is awarded must total at least 150. For the bachelor's and PhD, the total must be 180 credit hours.
3. This total may contain a maximum of 6 credit hours of thesis/dissertation research, and all credit hours to be included in the total that are completed after receiving the bachelor's degree must be in 6000-level or higher courses.
4. The total course workload for an undergraduate student in any semester that includes a graduate-level course must not exceed 18 hours.
 5. As determined by the participating bachelor's program, 7000 or 8000-level courses may be substituted for required undergraduate courses and 6000, 7000 or 8000-level courses may be applied to the bachelor's degree as electives or technical electives.
6. Under no circumstances may 6000-level counterparts of 4000-level courses required for the bachelor's degree be counted toward graduate degree requirements. [addressed below as related to ED 6900]

The ED 6900 would only be limited if the student had taken ED 4900 as an elective, then the student would need another graduate level course to replace the ED 4900 in their Graduate Plan of Study. If a student had enrolled in and earned credit with ED 4900, this would be managed on a one-by-one basis with a faculty committee advising the student on an appropriate alternative course, and the approved course would be included in the completed GS-2 Form: Plan of Study approved and signed by the student and faculty committee. ED4900 is not a required course in any of the undergraduate teaching preparation curriculum plans.

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How do students meet the 150-credit hour requirement for the two degrees? The Office of Institutional Research ran a report on the number of AP and IB hours of entering freshmen in the College of Education. The data are provided below. Based on these average numbers, students under 12 credit hours, on average, would need one additional course taken during their first three and a half years at Clemson to have meet the combined degree requirements. Since students must enroll and complete 30 credit hours per academic year to maintain their Life Scholarships, students should have an excess of credit hours.

Table 1: Enrolled Students AP and IB Credit Presented at Admission to the University

Degree Program	Number of Students	Total AP/IB Credits	Average Number of Credits
BA-Early Childhood	**49**	**472**	**9.63**
Continuing	35	351	
New Freshman	13	106	
New Transfer	1	15	

According to the Instructions for Completing the GS6-Bachelor to Graduate Plan, the purpose of the plan is to reduce the time to complete both degrees or for direct entry into doctoral programs that do not require master's degree for entry. Students who enter with significant advanced placement, IB or transfer coursework may be ready for graduate studies before other undergraduate students. The admission process into the MAT in Teacher Residency is designed to support these students.

In addition, we examined the students who have been accepted into our SC Department of Education, Teacher Residency Innovative Program being initiated in January 2018. All the students accepted into the Teacher Residency innovation program will have more than 120 earned credit hours.

Table 2: Student GPA and Completed Hours Entering TR Innovation Program January 2018

Undergraduate Major	GPA	Earned Credit Hours
ECE	3.97	127
ECE	3.90	124
ECE	3.82	127
ECE	3.76	125
ECE	3.89	125
ECE	3.80	141

The following is the approved Plan of Study for an undergraduate degree in Early Childhood. All coursework is required through seven semesters, and as noted in the plan of study in the second semester of the Senior Year, students would enroll in the following four courses as part of the Non-Certification emphasis area:
> ED 6900 Classroom Learning Environments (3 credits)
> ED 8650 Curriculum Theory (3 credits)
> EDF 8080 Contemporary Issues in Assessment (3 credits)
> ED 8250 Cultural Diversity in Education (3 credits)

EARLY CHILDHOOD EDUCATION

Bachelor of Arts:

The Early Childhood Education curriculum prepares students for teaching positions on the pre-kindergarten and primary levels (Pre-K–3).

Freshman Year
First Semester
2 - ED 1050 Orientation to Education
3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
3 - History Requirement[1]
3 - Modern Language Requirement[2]
4 - Natural Science Requirement[3]
15
Second Semester
3 - COMM 1500 Intro. to Human Comm. *or*
3 - COMM 2500 Public Speaking
3 - ENGL 1030 Composition and Rhetoric
3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II
3 - PSYC 2010 Introduction to Psychology
3 - Modern Language Requirement[2]
3 - Elective
18
Sophomore Year
First Semester
3 - EDEC 3000 Foundations of Early Childhood Education[4]
1 - EDEC 3010 Practicum in Early Childhood Settings I[4]
3 - MATH 2160 Geometry for Elementary School Teachers
3 - Arts and Humanities (Literature) Requirement[5]
3 - Cross-Cultural Awareness Requirment[6]
4 - Natural Science Requirement[3]
17
Second Semester
3 - EDEC 2200 Family, School, and Community Relationships[7]
1 - EDEC 3020 Practicum in Early Childhood Settings[7]
3 - EDF 3020 Educational Psychology
3 - EDF 3340 Child Growth and Development
3 - EDF 4800 Foundations of Digital Media and Learning
3 - Arts and Humanities (Non-Lit) Requirement[6]
16
Junior Year
First Semester
1 - EDEC 3030 Practicum in Early Childhood Settings III[8]
3 - EDEC 3360 Concepts of Play and Social Development of Infants and Young Children[8]
3 - EDEL 3100 Arts in the Elementary School[8]
3 - EDSP 3700 Introduction to Special Education[8]
3 - EDSP 3750 Early Intervention for Infants and Children with Special Needs[8]
3 - Elective
16
Second Semester
1 - EDEC 3040 Practicum in Early Childhood Settings IV[9]
3 - EDEC 4200 Early Childhood Science[9]
3 - EDEC 4500 Early Childhood Curriculum and Social Studies Methods[9]
3 - EDEL 3210 Physical Education Methods and Content for Classroom Teachers[9]
3 - EDF 3010 Principles of American Education
3 - EDLT 4580 Early Literacy: Birth–Kindergarten[9]
16

Senior Year
First Semester
3 - EDEC 4000 Observation and Assessment in Clinical Settings[10]
3 - EDEC 4300 Early Childhood Mathematics[10]
3 - EDEC 4400 Early Childhood Language Arts[10]
3 - EDEC 4600 Critical Issues and Cultural Diversity in Early Childhood Education[10]
3 - EDLT 4590 Teaching Reading in the Early Grades: K-3[10]
15
Second Semester
12 – Emphasis Area Requirement[11]
12

125 Total Semester Hours

[1]Select from HIST 1010, 1020, 1720, 1730, or 1930
[2]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27. Spanish is recommended.
[3]One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor.
[4]Must be taken the fall semester of the sophomore year.
[5]Select from ENGL 2120, 2130, 2140, or 2150
[6]See General Education Requirements.
[7]Must be taken the spring semester of the sophomore year.
[8]Must be taken the fall semester of the junior year.
[9]Must be taken the spring semester of the junior year.
[10]Must be taken the fall semester of the senior year.
[11]Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area
         9 - EDEC 4840 Directed Teaching in Early Childhood Education
         3 - EDEC 4850 Early Childhood Capstone

(2) Non-Certification Emphasis Area
The non-certification option allows 12 credit hours of elective coursework to be substituted in lieu of the 9-credit hours of student teaching/internship and 3-credit capstone course.

Teacher Residency Combine Bachelor-Master Program:
         ED 6900 Classroom Learning Environments (3 credits)
         ED 8650 Curriculum Theory (3 credits)
         EDF 8080 Contemporary Issues in Assessment (3 credits)
         ED 8250 Cultural Diversity in Education (3 credits)

Non-Clemson University Students interested in the program of study should contact the Program Coordinator. Students without an undergraduate degree would need to apply to Clemson as a transfer student and meet all requirements for admission to the University. Transcripts and courses are reviewed, and an advisor assists potential students before admission to determine course transferability, requirements for a degree, and anticipated time to completion. Transfer admission to Clemson's teacher preparation programs are highly competitive.

The transfer admission process would require a student to have completed a minimum of 90 specific undergraduate credit hours or hold an undergraduate degree. An audit of the applicant's transcript would be required to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program. The coursework is critical, because an applicant would need to meet the requirement for an

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undergraduate degree to be awarded by Clemson University in Early Childhood. This includes meeting the residency requirement (37 of the last 43 hours are taken at Clemson University).

Students who have previously graduated from an undergraduate program would require an audit of the applicant's transcript to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program.

Before Clemson education students begin their professional level requirements, a formal review is conducted, and students must have completed 60 semester hours of education program work, have passing scores on all areas of the Praxis CORE and have a minimum cumulative grade-point average of 2.75. A candidate may exempt the CORE by meeting minimum ACT or SAT requirements as determined by the South Carolina Department of Education.

Most of Clemson University students waive the Praxis CORE by meeting minimum ACT or SAT standards. Transfer students also provide ACT and SAT scores, and if they do not meet the minimum standards would take the Praxis CORE.

Any student applying to the MAT Teacher Residency program would have meet the Praxis CORE requirements before admission into the program.

For example, in 2016 students in Early Childhood were admitted with following ACT and SAT scores.

Student Count	ACT Average	SAT Verbal	SAT Math
21	25.57	635.71	617.14

Are there any special articulation agreements for the proposed program?
□Yes

☒No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Spring I		**Fall**		**Spring II**	
ED 6900 Classroom Learning Environments	3	ED 8600 Classroom Based Research	3	ED 8990 Capstone Project	3
ED 8650 Curriculum Theory	3	ED 8090—Teacher Residency Internship	3	ED 8090—Teacher Residency Internship	3
EDF 8080 Contemporary Issues in Assessment	3	ED 8480—Teacher Residency Seminar	3	ED 8480—Teacher Residency Seminar	3
ED 8250 Cultural Diversity in Education	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	9

Total Credit Hours Required   **30**

Clemson University, MAT Teacher Residency in Early Childhood Education, CAAL, 02/08/18 – Page 18

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Course Descriptions for New Courses

[The following new courses have been approved and are ready for implementation.]

Course Name	Description
ED 8090 Teacher Residency Internship	This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.
ED 8480 Teacher Residency Seminar	Seminar course accompanying a supervised teacher residency internship. Students reflect upon and solve problems related to the teacher residency internship, share effective teaching practices, and devise ways to document dimensions of effective teaching. The purpose of this twice-repeatable residency seminary is to provide a course for students in residency internships to reflect on what is occurring in their classrooms and schools, to use feedback from their course instructor and peers to solve problems, and to explore issues related to classroom teaching.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor #1 and Department Chair	F	ED 7350 Bring Learning Alive w/STEAM, 3 Sp ED 7350 Google Apps for Education, 3 Sp/Su ED 7350 Integrating Lit. in the Class, 3 Sp ED 7350 Spanish for Educators, 3 Sp	BS, Science Education, University of Central Oklahoma 1991. MS, Curriculum and Instruction, Indiana University 2002. PhD, Curriculum and Instruction, Indiana University 2004.	
Professor # 2	F	ED 8380 Ancient Civilizations, 3 Sp	BA, English, Longwood College 1978. MA, Theology, Bethany Theological Seminary 1981. EdD, Curriculum and Instruction, Virginia Tech 1987.	
Associate Professor #1	F	ED 4380 Sel Topics in Educ, 3 Su ED 4390 Independent Study, 3 Su	BA, Media Arts, University of South Carolina 1991. MAT, Early Childhood Education, University of South Carolina 1993. PhD, Language and Literary Education, Georgia State University 2003.	
Associate Professor #2	F	ED 8600 Classroom Based Research, 3, Fa ED 9010 Persp. of Schooling in US, 3 Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 1 Su	BS, Meteorology, University of Oklahoma 1995. MS, Mathematics, Colorado State University 1997. PhD, Instructional Leadership and Academic Curriculum, University of Oklahoma 2005.	
Associate Professor #3	F	ED 4390 Independent Study, 1 Fa ED 9800 Intern Curr & Instr, Var. Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, Var. Fa	BS, Biology, University of North Carolina 1997. MAT, Science Education, University of North Carolina 1998. PhD, Science Education, North Carolina State University 2006.	
Associate Professor #4	F	ED 9020 Independent Doctoral Study, 3 Su	BS, Biology, Valdosta State University 1998. MEd, Science Education, Georgia Southern University 2001.	

			PhD, Science Education, University of Georgia 2007.	
Associate Professor #5	F	ED 8990 Capstone Project, 3, Sp ED 8710 STEAM Transdisc Teaching, 2 Sp ED 8711 STEAM Transdisc Teach Lab, 3 Sp ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su	BS, Elementary Education, University of Wisconsin-Milwaukee 1989. MS, Administrative Leadership and Supervision, University of Wisconsin-Milwaukee 1997. PhD, Curriculum and Instruction, University of Wisconsin-Madison 2010.	
Associate Professor #6	F	ED 8480 Teacher Residency Seminar, 3, Fa, Sp ED 9910 Doctoral Dissertation Research, 9 Sp ED 9940 Directed Research, Var. Fa EDEC 4300 Early Childhd Math, 3 Fa	BFA, Dance, Montclair State University 2001. MEd, Elementary Education, Georgian Court University 2005. PhD, Curriculum and Instruction, Clemson University 2009.	
Associate Professor #7	F	ED 6900 Classroom Learning Environments, 3, Sp ED 8700 STEAM Instructional Design, 3 Fa ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su ED 9800 Intern Curr & Instr, Var. Sp ED 9940 Directed Research, Var. Sp	BS, Biology, Indiana University 2000. MS, Education, Indiana University Purdue University -Indianapolis 2002. PhD, Curriculum and Instruction, Indiana University 2010.	
Associate Professor #8	F	ED 8390 Intro to Linguistics, 3 Sp	BA, Spanish, Bob Jones University 1979. MEd, Spanish, University of Georgia 1985. PhD, Spanish Linguistics, University of Texas 2002.	
Associate Professor #9	F	ED 8650 Curriculum Theory, 3 Su ED 9020 Teacher Development, 3 Su ED 9040 Intro Doc Seminar II, 1 Sp ED 9540 Curriculum Theory, 3 Fa ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Var, Fa/Sp/Su ED 9940 Directed Research, Var. Fa/Sp/Su	BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999. PhD, Curriculum and Instruction, University of Texas 2006.	
Associate Professor #10	F	ED 8600 Curriculum Based Research, 3 Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp/Su ED 9940 Directed Research, 3 Fa	BS, Elementary Education, State University of New York - Buffalo 1992. MEd, Mathematics Education, University of Georgia 2003. PhD, Mathematics Education, University of Georgia 2006.	

NEW PROGRAM PROPOSAL

Assistant Professor #1	F	ED 3970 Creative Inquiry in Education, Var. Fa	BA, Philosophy, Brigham Young University 2007. MA, Politics, Princeton University 2009. PhD, Politics, Princeton University 2013.	
Assistant Professor #2	F	ED 8250 Cultural Diversity in Education, 3, Sp ED 9940 Directed Research, 1 Su	BA, English Literature, Rhodes College 2001. MAT, Secondary English Education, Johns Hopkins University 2003. PhD, Educational Studies - Literacy, Emory University 2010.	
Assistant Professor #3	F	ED 8090 Teacher Residency Internship, 3, Sp, Fa ED 3970 Creative Inquiry in Education, Var. Fa ED 9020 Independent Doctoral Study, Var. Fa EDEC 8100 Adv ECE Found & Meth, 3 Sp EDEC 8200 Adv ECE Curriculum, 3 Fa	BS, Early Childhood Education, Auburn University 1998. MEd, Early Childhood Education, Auburn University 1999. PhD, Early Childhood Education, University of Kentucky 2012.	
Assistant Professor #4	F	ED 9010 Education in African Diaspora, 3 Fa	BA, Sociology, Tufts University 2001. PhD, Educational Studies, Emory University 2013.	
Assistant Professor #5	F	ED 9940 Directed Research, Var. Sp EDEL 3100 Arts in Ele School, 2 Fa/Sp EDEL 3101 Arts in Ele Sch Lab, 3 Fa/Sp	BA, Performance Studies, University of Minnesota 2003. MA, Performance Studies, New York University 2006. PhD, Curriculum and Instruction, University of Wisconsin 2012.	
Assistant Professor #6	F	ED 8380 ELA/SS Primary Documents, 3 Su ED 8380 Selected Topics in Education, 3 Su ED 8540 Intl Perspec Poverty & Schools, 3 Su ED 9020 Critical Multiculturalism, Var. Fa ED 9800 Intern Curr & Instr, 3 Fa ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Fa/Sp ED 9940 Directed Research, 3 Sp/Su	BA, Speech Pathology/Audiology and Psychology (dbl major), Duquesne University 1979. MS, Speech/Language Pathology, West Virginia University 1980. PhD, Curriculum and Instruction, Clemson University 2008.	
Assistant Professor #7	F	EDF 8080 Contemporary Issues in Assessment, 3, Sp ED 9910 Doctoral Dissertation Research, Var. Fa ED 9940 Directed Research, 1 Su	BS, Mathematics, College of Charleston 1999. MS, Mathematics, Clemson University 2001. PhD, Mathematics, University of Washington 2009.	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty   0.82   Staff   Administration   0.16

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The allocation of FTE for the Teacher Residency in Early Childhood program is 0.82 FTE faculty and 0.16 FTE administration.

Administration: The Program Director time is assigned to the TR in Early Childhood for 0.16 FTE administration.

Faculty: Additional teaching responsibilities for the TR in Early Childhood totals 0.82 FTE divided between 0.33 FTE lecturer, 0.33 FTE professor of the practice; and 0.16 FTE program director.

The salary for the Program Director (for both administrative and faculty responsibilities) is provided on the Program Administration line.

No additional support staff are required to implement the program.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account
Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries
Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page, and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php.

Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: http://libguides.clemson.edu/ill

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Student services are in place for the proposed program.

Each student is assigned a faculty advisor (i.e., a "major professor") with whom they will collaborate to develop a degree plan until such time as the student forms his/her graduate committee. In addition, graduate students will be assigned to a master teacher who serves as a mentor for teacher residency experience. The graduate advisory committee will review both the student's course plan and teacher residency. University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate advisory committees develop and approve the Plan of Study (GS-2) for each student which includes any common core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

There are no additional major equipment items needed to support the proposed program.

NEW PROGRAM PROPOSAL

Will any extraordinary physical facilities be needed to support the proposed program?

☐Yes

☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The College of Education is in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
	Spring 2018	**2018-19**	**2019-20**	**2020-21**	**2021-22**	
Program Administration	13,600	27,948	29,372	30,733	29,152	$130,805
Faculty and Staff Salaries	13,600	28,800	30,267	31,669	30,041	$134,377
Graduate Assistants						
Fringe Benefits	10,118	19,740	21,161	22,584	21,852	$95,455
Equipment						
Facilities						
Supplies and Materials	7,214	8,413	15,076	24,241	16,186	$71,130
Library Resources						
Other* (Debt Service, Admin Overhead, etc.)	2,227	28,347	73,970	88,047	85,080	$277,671
Total	$46,759	$ 113,248	$169,846	$197,274	$182,311	$709,438
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding		46,008	122,688	209,952	233,280	$611,928
Program-Specific Fees		6,000	16,000	18,000	20,000	$60,000
State Funding						
Reallocation of Existing Funds*	50,000	38,553				$88,553
Endowment Funding		16,000	16,365	16,665	15,385	$64,415
Other Funding*						
Total	$50,000	$106,561	$155,053	$244,617	$268,665	$824,896
Net Total	$3,241	$-6,687	$-14,793	$47,343	$86,354	$115,458

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Expense Highlights:
- **Personnel Costs:**
    - Salary and fringe to support a new program director (0.16 FTE administration and 0.16 FTE teaching), a new lecturer (0.33 FTE), and a new professor of practice (0.33 FTE) are included in the budget.
    - The College of Education will maximize efficiency by leveraging capacity in existing courses to support the master's program.
- **Operational Costs:**
    - Support for supervision of the residency experiences, such as travel costs, are included.
    - Costs to ensure federal online course compliance are included, as well as administrative and programmatic expenses.
- **Other Costs:**
    - Administrative overhead, intended to represent general and administrative costs including debt service.

Revenue Highlights:
- **Tuition and Fees:** An online Tier 5 rate of $426 per credit hour for in-state and out-of-state students for the master's program, increasing to projected Tier 4 online rates of $648 per credit hour in the third year of the program.
    - Formula for calculating tuition in table: # of students x 18 credit hours x $ per credit hour
- **Teacher Residency Program Fee:** A $500 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision.
- **Endowed Funds:** Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program, and is shown in the table.
- **Reallocated Resources:** The College of Education will reallocate funds to the program in one-time funding over two years to support the launch of this initiative.

The first semester of the Teacher Residency program, the student is an undergraduate student and continues to pay their undergraduate student tuition and fees, and the student continues to receive all undergraduate scholarships they have been awarded.

After graduating with their bachelor's degree, the student pays graduate tuition.

The student will pay $4334 per semester for two semesters (of a three-semester program of study). As stated above, the tuition is $426/credit hour and a program fee $500/semester. The total cost of earning the Teacher Residency master's degree is $8,668.

Students will not be paid for their teacher residency.

A student who graduates with a baccalaureate degree who later decides to return to school for a master's degree would spend $13,002 for a 30-credit hour master's degree, spending more money than if they completed a teacher residency.

There is no promise of financial incentives nor stipends at this time. The program must be successful without the promise of grant funding providing stipends or other incentives for students, because grant programs are not reliable as a source of persistent, renewable funding.

The College has been working closely with school districts in identifying and preparing master teachers to serve as mentors for the Teacher Residency graduate students. Our school districts believe training their own teachers to be leaders in the district to work with new teachers is an important step in retaining their existing teachers. This relationship between the College, the School District, and master teachers is a potential success of the program.

Teachers with a master's degree make more money as first year teachers than those without a master's degree. The amount of increase varies by district. The differentiation of income as they become certified teachers (with a master's degree) is a benefit and over time, will offset the cost of education. The Return on Investment (ROI) from the master's degree is a decision reached by each individual student and their families.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Master of Arts in Teaching in TR Early Childhood adheres to National Association for the Education of Young Children (NAEYC) Professional and Ethical Principles and Standards for Professional Practice in Teaching and Assessment, South Carolina Department of Education (SCDE) State Standards and Council for the Accreditation of Educator Preparation (CAEP) standards. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the MAT in Early Childhood will demonstrate competence across the National Association for the Education of Young Children Professional and Ethical Principles and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's new assessment and accreditation system, Chalk & Wire, will maintain candidate data, over time. This new system will allow faculty, the program coordinator, students and stakeholders to assess candidate performance, continuous improvement of the program and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

A. All participants who enroll in the program will graduate within the time allocated for the program.
B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
D. All program graduates will be employed in their field of study within one year of graduation.
E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

NEW PROGRAM PROPOSAL

Departmental tracking of students' incoming credentials (GRE, undergraduate degree, experience).
Departmental tracking of program graduates.
Departmental tracking of PRAXIS scores for all candidates.
End-of-program survey of students' self-efficacy ratings related to program components.
Follow-up survey of program graduates regarding employment position/location.

Student Learning Outcomes and Expectations for the MAT in Teacher Residency are outlined below. These are graduate level outcomes and build on the undergraduate degree. Graduates of the Teacher Residency MAT will demonstrate research, evidence-based practice in classroom settings.

SACSCOC has clear policy statements about the need for advanced degrees to show advanced content and expectations. The MAT in Teacher Residency has 30 graduate credit hours required. The content of those 30 hours, including the Teacher Residency experiences is more advanced than the undergraduate courses and field placements. The M.Ed. curriculum, served as model for the MAT Teacher Residency, has been reviewed by SACSCOC Accreditation teams during its visits to campus, and the evidence supporting its relevance for graduate education has not been questioned.

The rationale for faculty to developed ED 8090 and ED 8480 is that the expectations in the field, the student learning outcomes, and the assessment criteria of graduate students is beyond that taught in the traditional undergraduate directed teaching semester. TR graduate students must document that they meet the minimum standard for initial certification, and meet the goals for Teacher Residency that exceeds the minimum standard, meeting graduate level expectations for Teacher Residency in the classroom, in the teaching clinical classroom and in graduate seminars. Students are also required to complete a graduate level capstone and research courses as well.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes	ED 8090 and ED 8480: Evaluations of individual lesson plans overtime that indicate the student's use of assessment and evidence-based data that drive changes in classroom strategies. Project: Case Study Analysis, Student Learning Impact Assignment ED 8600: Research Proposal assignment
Implement a variety of intentional instructional practices in the classroom.	Ed 8090: Observations of students in classroom settings. Project: Video Analysis of Teaching ED 8990: Capstone Project assignment
Analyze student data to modify instruction appropriately.	ED 8090 and ED 8480: Evaluations of student work for critical thinking, analysis, and changes in lesson plans based on evidence. Projects: Video Analysis of Teaching, Critical Reflections, Case Study Analysis ED 8990: Capstone Project assignment
Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.	ED 8090 and ED 8480: Evaluations of long-range plan and professional goals. Observations of students in settings that provide opportunities for the students to work collaboratively with faculty and school administrators, parents/guardians/ family of students, as well as within professional organizations. Projects: Critical Reflections, School Equity Project, Resume, and Interviews ED 8250: cultural diversity class—school profile project (analysis of student data; collaboration with school partners; interactions with parents and families).
Critically examines how relationships between curriculum ideologies affect decisions of practice	ED 8650: Curriculum Ideology essay. Reflection upon how their own curriculum ideology has changed over time and how it affects practice in the present, grounded in major 20th/21st century curriculum theories.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The COE is currently (AY 2017-2018) beginning a three-year data gathering cycle to prepare our CAEP Self Study to be submitted Spring of 2020. The COE will undergo site review by CAEP in Spring 2021. All of our programs seek program review and program recognition. The MAT in Early Childhood, will seek program recognition by NAEYC. Data collection and program recognition will coincide with the initial cohort in the program.

Will the proposed program lead to licensure or certification?

☒Yes

☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Candidates will have clinical experiences throughout their undergraduate and graduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. Beginning with early tutoring experiences during their freshmen year, and continuing with a variety of early field observations throughout the sophomore, junior and senior years, students are prepared for the culminating practicum and yearlong clinical residency experience. By the end of teacher residency, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational equity.

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Specific to recommendations for licensure the following standards are met by our students:

1. ADEPT performance standards: these are addressed by program and by our office, specifically during students' practicum and teacher residency semesters
2. SC Teaching Standards Rubric: All candidates are evaluated during the fall and spring semesters of their senior year with this rubric. We also provide training for all Cooperating Teachers and in-depth training for all University Supervisors.
3. EEDA: these standards are incorporated in the lesson observation rubric used to gauge candidates' progress during their student teaching semester.
4. Standards of Conduct: this is shared with students and discussed with them in detail during the Student Teaching Orientation meeting. All candidates who are slated to teacher residency during are in attendance.
5. Safe Schools Climate Act: same as #4 above.
6. SC P-12 Academic Standards: all lesson plans that candidates write (during their practicum and student teaching semesters) require referencing the academic standards.
7. ISTE Standards for Technology in Education: These standards are referenced during the technology class students take (EDF 4800, Foundations of Digital Media and Learning)
8. Field Experience Requirements: we follow the State's current EPP guidelines. All field experience requirements are in-line with guidance outlined in this document. https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☒Yes

☐No

If yes, complete the following components.

Area of Certification

Early Childhood

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

South Carolina Department of Education/ National Association for the Education of Young Children Standards

The MAT in Early Childhood is aligned with NAEYC preparation standards and will be submitted for approval through the NAEYC program review process.

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: ADEPT performance standards, South Carolina Teaching Standards 4.0, EEDA standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The assessment matrix below reflects the assessment of the SCDE standards.

NAEYC Standards and Key Elements

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements:
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and

communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements:
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements:
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements:
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements:
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements:
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Standard 1 – Promoting Child Development and Learning	State licensure content exam (PRAXIS II) Candidate ability to plan instruction (Residency Lesson Plan & University Supervisor evaluation) Assessment of Residency/Internship (Portfolio) Candidate effect on student learning (Unit of Instruction during residency) Assessment of NAEYC Standards: Becoming a Professional (Philosophy of Education paper) Promoting Child Development and Learning (Case Study)
Standard 2: Building Family and Community Relationships	State licensure content exam (PRAXIS II) Content Based Assessment (Assessment Project) Assessment of Residency/Internship (Portfolio) Assessment of NAEYC Standards: Becoming a Professional (Philosophy of Education paper) Building Family and Community relationships (Community Connections Assignment)
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	State licensure content exam (PRAXIS II) Content Based Assessment (Assessment Project) Candidate ability to plan instruction (Residency Lesson Plan & University Supervisor evaluation) Assessment of Residency/Internship (Portfolio) Candidate effect on student learning (Unit of Instruction during residency) Assessment of NAEYC Standards: Becoming a Professional (Philosophy of Education paper) Promoting Child Development and Learning (Case Study)
Standard 4: Using Developmentally Effective Approaches	State licensure content exam (PRAXIS II) Content Based Assessment (Assessment Project) Candidate ability to plan instruction (Residency Lesson Plan & University Supervisor evaluation) Assessment of Residency/Internship (Portfolio) Candidate effect on student learning (Unit of Instruction during residency) Assessment of NAEYC Standards: Becoming a Professional (Philosophy of Education paper) Building Family and Community relationships (Community Connections Assignment)
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	State licensure content exam (PRAXIS II) Candidate ability to plan instruction (Residency Lesson Plan & University Supervisor evaluation) Assessment of Residency/Internship (Portfolio) Candidate effect on student learning (Unit of Instruction during residency)

Standard 6: Becoming a Professional	State licensure content exam (PRAXIS II) Content Based Assessment (Assessment Project) Assessment of Residency/Internship (Portfolio) Assessment of NAEYC Standards: Becoming a Professional (Philosophy of Education paper) Promoting Child Development and Learning (Case Study) Building Family and Community relationships (Community Connections Assignment)
Standard 7: Early Childhood Field Experiences	ADEPT Performance Rubric Evaluations South Carolina Teaching Standard Rubric Evaluations NAEYC Standards Rubric