

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
Fall 2018

CIP Code
13.1210

Delivery Site(s)

Online and Hybrid, Off-Campus

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

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

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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-TRI³). 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 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

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)

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)

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.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring 2018			8	96		
2018-19	8	72	24	264		
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 8 second semester senior students in early childhood enrolling in 12 credits of graduate coursework, these 8 students will enroll in 9 credits in the fall semester of 2018. In the Spring of 2019, the 8 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 24 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) are required 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.

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 remain an undergraduate student until they completed their undergraduate degree. They will have 12 graduate hours of coursework at the time of graduation. After their undergraduate graduation, they are formally admitted as graduate students in the MAT degree program.

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

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

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 Requirement¹
 - 3 - Modern Language Requirement²
 - 4 - Natural Science Requirement³
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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 Requirement²
- 3 - Elective

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Sophomore Year

First Semester

- 3 - EDEC 3000 Foundations of Early Childhood Education⁴
- 1 - EDEC 3010 Practicum in Early Childhood Settings I⁴
- 3 - MATH 2160 Geometry for Elementary School Teachers
- 3 - Arts and Humanities (Literature) Requirement⁵
- 3 - Cross-Cultural Awareness Requirement⁶
- 4 - Natural Science Requirement³

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Second Semester

- 3 - EDEC 2200 Family, School, and Community Relationships⁷
- 1 - EDEC 3020 Practicum in Early Childhood Settings⁷
- 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) Requirement⁶

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Junior Year

First Semester

- 1 - EDEC 3030 Practicum in Early Childhood Settings III⁸
- 3 - EDEC 3360 Concepts of Play and Social Development of Infants and Young Children⁸
- 3 - EDEL 3100 Arts in the Elementary School⁸
- 3 - EDSP 3700 Introduction to Special Education⁸
- 3 - EDSP 3750 Early Intervention for Infants and Children with Special Needs⁸
- 3 - Elective

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Second Semester

- 1 - EDEC 3040 Practicum in Early Childhood Settings IV⁹
- 3 - EDEC 4200 Early Childhood Science⁹
- 3 - EDEC 4500 Early Childhood Curriculum and Social Studies Methods⁹
- 3 - EDEL 3210 Physical Education Methods and Content for Classroom Teachers⁹
- 3 - EDF 3010 Principles of American Education
- 3 - EDLT 4580 Early Literacy: Birth–Kindergarten⁹

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Senior Year

First Semester

- 3 - EDEC 4000 Observation and Assessment in Clinical Settings¹⁰
- 3 - EDEC 4300 Early Childhood Mathematics¹⁰
- 3 - EDEC 4400 Early Childhood Language Arts¹⁰
- 3 - EDEC 4600 Critical Issues and Cultural Diversity in Early Childhood Education¹⁰
- 3 - EDLT 4590 Teaching Reading in the Early Grades: K-3¹⁰

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Second Semester

12 – Emphasis Area Requirement¹¹

12

125 Total Semester Hours

¹Select from HIST 1010, 1020, 1720, 1730, or 1930

²Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27. Spanish is recommended.

³One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor.

⁴Must be taken the fall semester of the sophomore year.

⁵Select from ENGL 2120, 2130, 2140, or 2150

⁶See General Education Requirements.

⁷Must be taken the spring semester of the sophomore year.

⁸Must be taken the fall semester of the junior year.

⁹Must be taken the spring semester of the junior year.

¹⁰Must be taken the fall semester of the senior year.

¹¹Completion 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 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)

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**

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 seminar 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.

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 EDSC 3270 Practicum Sec Sci, 2 Fa EDSC 3271 Prac Sec Sci Lab, 3 Fa	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 EDML 8120 Mid Grds Soc Studies Meth/Prac, 2 Fa EDML 8221 Md Gr Soc Stud Meth/St Tch Lab, 4 Sp EDML 8320 S.C. History for Teachers, 3 Fa EDSC 8440 Adv Study Sec Soc St, 3 Fa EDSC 8490 Lit in Soc St Teach, 3 Sp	BA, English, Longwood College 1978. MA, Theology, Bethany Theological Seminary 1981. EdD, Curriculum and Instruction, Virginia Tech 1987.	
Professor #3	F	ED 3220 Responding to Emerg, 2 Sp ED 3221 Respond to Emerg Lab, 1 Sp EDEL 3210 Pe for the Elem Tchr, 3 Fa/Sp	BS, Health and Physical Education, Madison College 1977. MS, Physical Education, University of Tennessee 1985. EdD, Physical Education, University of Tennessee 1989.	
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 9010 Persp. of Schooling in US, 3 Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 1 Su EDML 8230 Mid Grds Math Meth/Stud Teach, 2 Sp	BS, Meteorology, University of Oklahoma 1995. MS, Mathematics, Colorado State University 1997.	

		EDSC 2260 Pr Aprch to Sec Alg, 3 Fa EDSC 3260 Practicum Sec Math, 2 Fa EDSC 3261 Prac Sec Math Lab, 3 Fa EDSC 4560 Sec Mth Capstone, 2 Sp EDSC 4561 Sec Mth Capstone Lab, 3 Sp	PhD, Instructional Leadership and Academic Curriculum, University of Oklahoma 2005.	
Associate Professor #3	F	ED 4390 Independent Study, 1 Fa ED 8380 Engin. Design for Teachers, 3 Su ED 8380 Engineering Design for Teacher, 3 Su ED 9800 Intern Curr & Instr, Var. Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, Var. Fa EDML 8240 Mid Grds Science Meth/St Teach, 2 Sp EDML 8340 Envir Sci for Mid Sch Teachers, 2 Fa EDML 8341 Envir Sci for MS Teachers Lab, 6 Fa EDSC 4270 Tchng Sec Science, 2 Fa EDSC 8920 Capstone Seminar, 3 Sp	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 EDEL 4510 Elem Meth Sci Tchg (HON), 2 Fa EDEL 4510 Elem Methods in Science Tchg, 2 Fa/Sp EDEL 4511 Ele Meth Sci Tch Lab, 3 Fa/Sp	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 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 3970 CI- Play Based Intervention/EC, Var. Sp ED 3970 Creative Inquiry in Education, Var. Fa ED 4990 Educ Honors Capstone (HON), Var. Fa ED 4991 Education Honors Cap Lab (HON), 4 Fa 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 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 EDML 8140 Mid Grds Science Meth/Prac, 2 Fa EDSC 8610 Mthds & Strt Secondary Science, 3 Fa	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 4990 Educ Honors Capstone (HON), Var. Fa ED 4990 Educ Honors Capstone, Var. Sp ED 4991 Education Honors Cap Lab (HON), 4 Fa ED 4991 Education Honors Cap Lab, 4 Sp 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, 9 Su ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 3 Su ED 9940 Directed Research, Var. Fa/Sp EDEL 4870 Ele Meth Soc Studies, 2 Fa EDEL 4871 Ele Mth Soc Stud Lab, 3 Fa	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 4410 Middle School Curr, 3 Su ED 6410 Middle School Curr, 3 Su ED 8600 Action Research, 3 Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp/Su ED 9940 Directed Research, 3 Fa EDEL 4520 Elem Methods Math Teach (HON), 2 Sp EDEL 4520 Elem Methods Math Teaching, 2 Sp EDEL 4521 Ele Mth Mth Tchg Lab, 3 Sp	BS, Elementary Education, State University of New York - Buffalo 1992. MEd, Mathematics Education, University of Georgia 2003. PhD, Mathematics Education, University of Georgia 2006.	

Assistant Professor #1	F	EDML 8020 Early Adolescent Psych & Phil, 3 Su	BS, Elementary Education, Shippensburg University of Pennsylvania 1990. MEd, Technology in Education, Harvard University 2004. PhD, Educational Psychology, Michigan State University 2011.
Assistant Professor #2	F	ED 9940 Directed Research, 1 Su EDSC 3240 Practicum Sec Engl, 2 Fa EDSC 3241 Prac Sec Engl Lab, 3 Fa EDSC 4540 Sec Eng Capstone Sem, 2 Sp EDSC 4541 Sec Eng Cap Sem Lab, 3 Sp	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 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 #4	F	EDML 8030 The Early Adolescent Learner, 3 Su EDSC 4260 Tchng Sec Math, 2 Fa EDSC 6370 Technology in Math, 3 Su	BS, Mathematics, University of Texas-El Paso 2007. MEd, Mathematics Education, University of Georgia 2010. PhD, Mathematics Education, University of Georgia 2016.
Assistant Professor #5	F	ED 3970 Creative Inquiry in Education, Var. Fa ED 9020 Independent Doctoral Study, Var. Fa EDEC 4400 Early Childhood Engl Lang Art, 3 Fa EDEC 4500 EC Curric & Soc Stud Methods, 3 Sp 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 #6	F	ED 9010 Education in African Diaspora, 3 Fa EDEL 4870 Ele Meth Soc Studies, 2 Fa EDEL 4871 Ele Mth Soc Stud Lab, 3 Fa EDSC 4580 Sec Soc Capstone, 2 Sp EDSC 4581 Sec Soc Capstone Lab, 3 Sp	BA, Sociology, Tufts University 2001. PhD, Educational Studies, Emory University 2013.
Assistant Professor #7	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 #8	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, 9 Sp ED 9910 Doctoral Dissertation Research, Var. Fa ED 9940 Directed Research, 3 Sp/Su EDEL 4050 Soc Justice-21st Cen, 3 Sp EDEL 4880 Elem Meth La Tchng, 2 Fa EDEL 4881 Ele Mth La Tchng Lab, 3 Fa	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 #9	F	ED 9910 Doctoral Dissertation Research, Var. Fa ED 9940 Directed Research, 1 Su EDML 8130 Mid Grds Math Meth/Practicum, 2 Fa EDSC 8620 Methods & Strat Secondary Math, 3 Fa	BS, Mathematics, College of Charleston 1999. MS, Mathematics, Clemson University 2001. PhD, Mathematics, University of Washington 2009.	
Instructor #1	P	EDSC 4271 Tchng Sec Sci Lab, 2 Fa EDSC 4470 Teach Intern Sec Sci, 27 Sp EDSC 8611 Mthds & Strt Secondary Sci Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp	BS, Science Teaching, Clemson University 1979. MS, Secondary Education, Clemson University 1985.	
Instructor #2	P	EDSC 7700 Sci Lab & Field Inst, 3 Su	BS, Secondary Education, Clemson University 1998. MA, Physics Education, University of Virginia 2006. PhD, Curriculum & Instruction, Clemson University 2015.	
Senior Lecturer #1	F	EDEL 4011 Elem Field Exp Lab, 6 Fa EDEL 4830 Directed Tech Elem, 27 Sp EDML 8111 Mid Grds Lang Art Methods Lab, 4 Fa EDML 8121 Mid Gr Soc Stud Methods Lab, 4 Fa EDML 8211 Md Gr Lang Art Meth/St Tch Lab, 4 Sp EDML 8221 Md Gr Soc Stud Meth/St Tch Lab, 4 Sp	BA, English Education, Rowan University 1966. MA, Special Education, College of New Jersey 1972. PhD, Educational Leadership, Clemson University 1996.	
Lecturer #1	F	EDEL 4820 Elem Ed Capston Sem, 2 Sp EDEL 4821 Elem Ed Capstone Sem Lab, 3 Sp EDML 8080 Mid Sch Assessmnt for Teachers, 3 Su	BS, Management, Clemson University 2003. MA, Middle Grades Education, Clemson University 2006.	

			EdS, Educational Leadership, University of Central Florida 2008. EdD, Educational Leadership, University of Central Florida 2009.	
University Field Supervisor #1	P	EDSC 4271 Tchng Sec Sci Lab, 2 Fa EDSC 4470 Teach Intern Sec Sci, 27 Sp EDSC 8611 Mthds & Strt Secondary Sci Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp	BS, Natural Science Education, University of South Carolina 1982. MEd, Educational Administration, University of South Carolina 1998.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in science and mathematics lab settings.
University Field Supervisor #2	P	EDSC 4271 Tchng Sec Sci Lab, 2 Fa EDSC 4470 Teach Intern Sec Sci, 27 Sp EDSC 8611 Mthds & Strt Secondary Sci Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp	BA, Biology, Wittenberg University. MA, Secondary Education, University of Pittsburgh 1990.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in science and mathematics lab settings.
University Field Supervisor #3	P	EDSC 8621 Mthds & Str Secondary Math Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp	BS, Education, North Georgia College 1970. MEd, Secondary Education/Math, Columbus College 1977.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in mathematics lab settings.
University Field Supervisor #4	P	EDSC 4261 Tchng Sec Math Lab, 2 Fa EDSC 4460 Teach Intern Sec Mth, 27 Sp	BS, Mathematics, Mississippi University for Women 1972. MEd, Secondary Education, Mississippi State University 1981.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in mathematics lab settings

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

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	0.8	Staff		Administration	0.16
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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 Early Childhood program is 0.8 FTE faculty and 0.16 FTE administration.

Overall, for the Teacher Residency programs, a new program director will be hired to manage all Teacher Residency MAT programs. The director's duties will be 50% administration and 50% teaching.

In total, 2.5 FTE faculty positions will be assigned to the delivery of the teacher residency programs. One new lecturer will be hired during the 2018-19 academic year. One new Professor of the Practice at 50% time will be hired to support contract courses for the program.

The teaching assignments of current faculty will allow them to support the remaining coursework required for the program. Eighteen of the 30 credit hours for the MAT program is already being taught by current faculty.

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.

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.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	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	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding		56,492	171,790	200,208	190,376	\$618,866
Program-Specific Fees		7,360	14,729	16,665	15,847	\$54,601
State Funding						
Reallocation of Existing Funds*	37,318	38,553				\$75,871
Endowment Funding		16,000	16,365	16,665	15,385	\$64,415
Other Funding*	12,800	19,200	13,092	13,732	12,677	\$71,501
Total	\$50,118	\$137,605	\$215,976	\$247,270	234,285	\$885, 254
Net Total	\$3,359	\$24,357	\$46,130	\$49,996	\$51,974	\$175,816

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

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.

The Budget Justification presented is for the Teacher Residency MAT programs. The Early Childhood Teacher Residency MAT program will use 0.8 FTE of faculty time and 0.16 FTE of the administrator support of the program based on Teacher Residency total enrollment for Early Childhood.

Expense Highlights:

- **Personnel Costs (Masters Programs):**
 - Salary and fringe to support a new program director, a new lecturer, and 50% of a new professor of practice are included. The three described personnel will administer the program and deliver additional sections as enrollment increases in the four master degrees.
 - The College of Education will maximize efficiency by leveraging capacity in existing courses to support the master's programs. Overall enrollment will be carefully managed to ensure maximum utilization of existing course sections. Senior faculty will also have teaching loads reallocated to support the launch of these programs.
- **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.
 - Because the target market for these master's programs is existing Clemson undergraduate student, no additional marketing expenses are required.
- **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 programs, increasing to projected Tier 4 online rates of \$648 per credit hour in the third year of the program. Program length is three semesters. No waivers of tuition will be provided, unless grant funding is secured.
- **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.
- **Contract Courses:** Additional revenue will be recognized from district teachers in contract courses, projected at approximately \$40K per year starting in year one.
- **Endowed Funds:** \$50K in recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program, including personnel and operational expenses.
- **Reallocated Resources:** The College of Education will reallocate \$237K 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 any 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.

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:

- 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 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 20 th /21 st century curriculum theories.

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 in order 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/>

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)

<p>Standard 6: Becoming a Professional</p>	<p>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)</p>
<p>Standard 7: Early Childhood Field Experiences</p>	<p>ADEPT Performance Rubric Evaluations South Carolina Teaching Standard Rubric Evaluations NAEYC Standards Rubric</p>