

NEW PROGRAM PROPOSAL

Name of Institution

The Citadel, Military College of South Carolina

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

Master of Arts in Teaching

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

August 1, 2019

CIP Code

13.0101 Education, General

Delivery Site(s)

Main campus (Charleston), The Citadel

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

Approved by the Zucker Family School of Education Faculty, September 7, 2018

Approved by The Citadel's Professional Education Board, September 7, 2018

Citadel Graduate College Committee: September 18, 2018

Faculty Senate and Provost: September 21, 2018

President and Board of Visitors: September 28, 2018

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Background Information

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

The purpose of the Master of Arts in Teaching (MAT) is to prepare teachers to teach in the Lowcountry, the State of South Carolina, and the nation. The target audience will be Citadel graduate students completing a degree program in science, mathematics, humanities, and social science and evening undergraduate 2+2 students who desire to pursue a career in teaching. The preparation of educators has been and remains an important part of the mission of The Citadel, and the education of teachers fits squarely with The Citadel's mission to prepare principled leaders for all walks of life.

Creation of this new major, which will be housed in the Zucker Family School of Education, will allow graduate students desiring to teach to enroll in a specialty concentration area. Students with minors or cognates will be able to select an additional specialty concentration area. In some instances, students may be required to take additional content courses (beyond major requirements) in order to meet all content requirements required by the South Carolina Department of Education (SCDE). These courses will be included in students' programs of study.

This trend toward a common education major is emerging as a "best practice" across the nation, and several institutions in South Carolina have already moved in this direction. Further, should The Citadel desire to create new specialty concentration areas in the future, the MAT will serve as an efficient structure for accommodating these initiatives.

Once in place, the MAT will replace four majors that currently exist within graduate majors at The Citadel. The complete list of programs/specializations to be replaced by the MAT includes:

- Teaching in Biology and General Science Master of Arts in Teaching (grades 7-12)
- Teaching in English MAT (grades 7-12)
- Teaching in Mathematics MAT (grades 7-12)
- Teaching in Social Studies MAT (grades 7-12)

Note that the Teaching in Physical Education Master of Arts (grades K-12) will not be impacted by the new MAT major. The Physical Education curriculum is specialized to the degree that it will remain as an intact, separate teacher certification degree housed in The Citadel's Department of Health and Human Performance and operated collaboratively with the Zucker Family School of Education.

For at least two years, the majors listed above will exist alongside the new MAT. This is to assure that students currently enrolled in any of the above majors will not have their academic progress interrupted by the change to the new program. Any graduate Teacher Education student (other than Physical Education) admitted to The Citadel in Fall 2019 or later will be placed in the new MAT major.

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The Citadel is already in communication with the SCDE and will assure that any documentation or processes required by the SCDE will be completed as the new degree is put into place.

List the program objectives. (2000 characters)

1. The primary program objective is to prepare 7-12 educators to teach in the Lowcountry, the state of South Carolina, and the nation.
2. Secondary objectives include:
 - a. To provide students with theoretical and practical knowledge to advance their work as educators and advocates for children.
 - b. To instill the ethical and professional values essential to work within the field of education.
 - c. To provide students with extensive field experiences under the supervision of college faculty and field supervisors so that they fully understand the role of educators.
 - d. To enhance students' communication, listening, and interpersonal skills essential to working successfully with 7-12 students and with other professionals.
 - e. To instill in students a sense of advocacy essential to assuring the success of 7-12 students from underprivileged or marginalized populations.
 - f. To assist students in developing personalized career plans.
 - g. To provide individuals with a broad knowledge of the range of occupations within the field of education.
 - h. To instill the value that professionals within the field of education are lifelong learners devoted to continuous professional improvement and renewal.
 - i. To increase the number of adults in the Lowcountry with master's degrees.

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)

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The Citadel has been offering graduate degrees in Teacher Education for more than six decades. Currently, more than 75 students are enrolled in MAT programs or are initial classes while awaiting eligibility for admission by completing a sufficient number of college credits. Under the new MAT degree, The Citadel will maintain all current graduate pathways to teacher certification, with the exception of Physical Education.

The state of South Carolina, along with much of the nation, is experiencing a substantial teacher shortage. School districts in the Lowcountry are in regular dialogue with institutions of higher learning regarding ways to produce more teachers. In its most recent *Annual Educator Supply and Demand Report*, the South Carolina Center for Educator Recruitment, Retention, and Advancement ([CERRA], 2018; https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) concluded that the state's "public education system continues to operate in a teacher shortage" (p. 7). CERRA noted further that teacher turnover is a major issue, with more than one-third of the state's school districts experiencing annual turnover rates of more than 11%. In addition, the number of students graduating from teacher preparation programs in the state has fallen by 30% over the past four years.

The Citadel is examining multiple ways to build teacher education enrollment, and the common MAT major will simplify programs of study for students. In addition to this new major, the faculty have implemented several initiatives to attract more students into teaching:

- During the previous academic year, the Education faculty worked with central administration on campus to repurpose scholarship dollars so that we could create a cadre of Education Scholars who receive scholarship funds and enhanced professional development activities devoted to preparing students for a career in teaching. This initiative is new, so we do not yet have sufficient data to evaluate its effectiveness; however, the response by students has been positive, and we trust it will, in the long run, serve as a way to enhance enrollment.
- The Citadel is a partner in a new community initiative (launched Fall 2018) known as "Teach Local." Education faculty are partnering with the Charleston County School District, Trident Technical College (TTC), and the College of Charleston (CofC) to build incentives for students in the Early College program at TTC to enter teacher education programs at The Citadel or CofC.
- The Education faculty have applied for federal funding through the USDOE's Teacher Quality Partnership Grants for a proposed program called CitTeach. This program would create incentives for students from local Title I high schools to major in Education at The Citadel. The outcome of this grant proposal will be announced within the next month. If this project is funded, it will provide substantial supports to recruit students to The Citadel's teacher education programs. If not funded, the faculty have pledged to look for other funding sources for this initiative.

These various new initiatives illustrate The Citadel's commitment to recruiting more students to major in Education. The new MAT degree program will serve as an improved way to serve these students effectively once they are recruited.

Employment Opportunities

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

Yes

No

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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	Employment Projection	Data Source
Middle School Teachers	50,500	2016-2026	www.bls.gov/projections
Secondary School Teachers	79,500	2016-2026	www.bls.gov/projections
Teachers/Instructors Other	122,200	2016-2026	www.bls.gov/projections

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

The South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) reports data annually on teacher vacancies in the state. For at least the last five years, CERRA has reported that the supply of teachers graduating from programs in the state is woefully below the demand. Hence, it is imperative that all institutions in the state with teacher preparation programs devote effort to producing more teachers. Job vacancy data reported by CERRA in their 2017-2018 *Annual Supply & Demand Report* (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) indicate the following number of vacancies at the beginning of the 2017-2018 school year in areas in which The Citadel prepares teachers:

- English/Language Arts—11
- Mathematics—54
- Physical Education—10
- Sciences—19
- Social Studies—24
- French—3
- German—2
- Spanish—12

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

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If yes, explain. (500 characters)

The new program will replace several existing MAT programs at The Citadel.

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List of Similar Programs in South Carolina*

Program Name	Institution	Similarities	Differences
Master of Arts in Teaching	Clemson University	Like the MAT program proposed at The Citadel, Clemson’s Master of Arts in Teaching requires core pedagogical course, content coursework, and practicum and internship components with specialty concentration areas in Middle Level, Science and Mathematics, and Special Education.	The proposed MAT degree offers specialty concentration areas in biology and general science, English, mathematics, and social studies. The MAT Middle Level is a joint program with the College of Charleston.
Master of Arts in Teaching	University of South Carolina Columbia	Both the USC program and the proposed MAT program provide Master of Arts in Teaching with specialty concentration areas in English, Mathematics, and Social Studies.	The USC program offers secondary certification for grades 9-12 and the Sciences (biology, chemistry, geology, or physics). The proposed MAT degree offers secondary certification for grades 7-12 and Biology and General Sciences.

*Note: There are 18 institutions (public and private) in the state of South Carolina that offer a master’s or advanced degree in education. The programs listed here are from public institutions having a larger umbrella education major that encompasses several specialty concentration areas.

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Description of the Program

Projected Enrollment*						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	50	300	50	300	50	300
2019-2020	50	300	50	300	50	300
2020-2021	50	300	50	300	50	300
2021-2022	50	300	50	300	50	300
2022-2023	50	300	50	300	50	300

*Note: For the first two-years, enrollments include students completing existing programs that will eventually be phased out.

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 state of South Carolina specifies entrance requirements for teacher education programs operated in the state. The Citadel requires completion of the online graduate application along with the non-refundable application fee. Submission of an official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college and university. Applicants are expected to have a 2.75 cumulative undergraduate grade point average. Submission of the official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. GRE minimum acceptable score is a verbal and quantitative combination of 290. MAT minimum is a raw score of 396. Admission test must have been taken within the last five (5) years. Completion of a program of study with content and education advisors upon acceptance. Registration cannot take place until program of study is complete.

Are there any special articulation agreements for the proposed program?

- Yes
 No

If yes, identify. (1000 characters)

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Curriculum

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

Curriculum by Category*					
Education		TOOLS		CAPSTONE	
EDUC 500 Foundations of American Education or EDUC 522 Critical Educational Issues in a Multicultural Society (if student has prior education coursework)	3				
EDUC 501 Methods and Materials of Middle and High School Teaching	3				
EDUC 512 Data Collection and Analysis	3				
EDUC 514 The Exceptional Child in the School	3				
EDUC 536 Educational Psychology	3				
EDUC 588 Foundations of Developing Literacy Skills	3				
EDUC 592 Teaching Reading in Middle and High School	3				
EDUC 520 Professional Internship	6				
EDUC 5XX Methods and Materials in Content Area	3				
Psychology					
PSYC 500 Human Growth and Development	3				
TOTALS	33				

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

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Total Credit Hours Required: 30

Course Descriptions for New Courses

Course Name	Description
	NO NEW COURSES ARE BEING PROPOSED.

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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)
Associate Professor and Teacher Education Program Coordinator	Full-Time	EDUC 514 The Exceptional Child in the School (3) Fall/Spring EDUC 536 Educational Psychology (3) Fall/Spring	Ed. D., Cambridge College, Educational Leadership CAGS in Special Education Administration, Cambridge College M. S., Alabama A&M University, Education/Mild Learning Handicaps B. S., Athens State College, Education/Learning Disabilities	Practical experience as a P-12 classroom teacher and administrator and as a scholar in her discipline (i.e., special education).
Associate Professor	Full-Time	EDUC 500 Foundations of American Education (3) Fall/Spring EDUC 501 Methods and Materials of Middle and High School Teaching (3) Fall/Spring	Ed. D., New Mexico State University, Curriculum and Instruction M. Ed., Reading Education, Clemson University B. A., Early Childhood Education, Clemson University	Practical experience as a P-12 classroom teacher, as a scholar, and as an accreditation consultant.
Assistant Professor	Full-Time	EDUC 500 Foundations of American Education (3) Fall/Spring EDUC 501 Methods and Materials of Middle and High School Teaching (3) Fall EDUC 536 Educational Psychology (3) Fall/Spring EDUC 5XX Methods and Materials for Social Studies (3) Fall/ Spring EDUC 520 Professional Internship (6) Fall/Spring	Ph. D., North Carolina State University, Curriculum and Instruction M. Ed., Campbell University, Social Studies Education B. S., University of Akron, Elementary Education	Experienced high school social studies teacher. He is an emerging scholar in area of inquiry within the teaching of social studies.
Associate Dean and Professor	Full-Time	EDUC 512 Data Collection and Analysis (3) Fall/Spring	Ph. D. in Educational Measurement and Statistics, University of Iowa M. S. in Industrial/Organizational Psychology, California State University, Long Beach M. L. I. S. in Library & Information Science, University of South Carolina B.S. in Statistics, University of South Carolina	Extensive experience as an educational researcher, in teaching action research, and as a scholar.

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Assistant Professor	Full-Time	<p>EDUC 5XX Methods and Materials for English Language Arts (3) Fall/Spring</p> <p>EDUC 588 Foundations of Developing Literacy Skills (3) Fall/ Spring</p> <p>EDUC 592 Teaching Reading in Middle and High School (3) Fall/ Spring</p> <p>EDUC 520 Professional Internship (6) Fall/Spring</p>	<p>Ph.D. in Literacy Education - Vanderbilt University, Nashville, TN</p> <p>M.Ed. in Secondary English Education - Peabody College at Vanderbilt University, Nashville, TN</p> <p>B.A. in English - University of South Carolina's Honors College, Columbia, SC</p>	<p>Practical experience as a high school English teacher, extensive experience in developing tools to measure teacher competence effectively, and as a scholar.</p>
Assistant Professor and Literacy Education Program Coordinator	Full-Time	<p>EDUC 588 Foundations of Developing Literacy Skills (3) Fall/ Spring</p> <p>EDUC 592 Teaching Reading in Middle and High School (3) Fall/ Spring</p>	<p>Ph.D. in Language, Literacy, and Culture, Vanderbilt University, Nashville, TN</p> <p>B.A. in English and Art History, Tulane University, New Orleans, LA</p>	<p>Practical experience as a P-12 classroom teacher and as a scholar.</p>
Assistant Professor	Full-Time	<p>EDUC 5XX Methods and Materials for Sciences (3) Fall/ Spring</p> <p>EDUC 520 Professional Internship (6) Fall/Spring</p>	<p>Ph. D., North Carolina State University, Science Education</p> <p>M. Ed., Austin Peay State University, Curriculum and Instruction</p> <p>B. S., North Carolina State University, Chemistry</p>	<p>Experienced secondary science teacher. She has obtained a substantial She is a published scholar in areas related to teacher effectiveness and curricular innovation in STEM.</p>
Visiting Assistant Professor	Full-Time	<p>EDUC 588 Foundations of Developing Literacy Skills (3) Fall/ Spring</p> <p>EDUC 592 Teaching Reading in Middle and High School (3) Fall/ Spring</p>	<p>Ph. D., University of Maine, Literacy Education</p> <p>M. Ed., State University of New York at Buffalo, Teaching English to Speakers of Other Languages</p> <p>M. Ed., Korea University, English Education</p> <p>B. A., Chung-Ang University, English Education</p>	<p>Expertise as a P-12 educator to her work. Her expertise and experiences in working with English language learners enhances her ability to assist students in teaching reading to ELLs and struggling students.</p>
Professor	Full-Time	<p>EDUC 512 Data Collection and Analysis (3) Fall/Spring</p> <p>EDUC 5XX Methods and Materials for Mathematics (3) Fall/Spring</p>	<p>Ph.D. Mathematics Education, Indiana University, Bloomington, IN.</p> <p>M.A. Research of Teaching and Learning, University of California, San Diego, CA</p> <p>B.S. Education and Mathematics, Indiana University, Bloomington, IN</p>	<p>Practical experience as a high school Mathematics teacher, extensive experience in developing tools to measure teacher competence effectively, and as a scholar.</p>
Visiting Assistant Professor and Director of Field Experiences and Internships	Full-Time	<p>EDUC 520 Professional Internship (6) Fall/Spring</p>	<p>Ed. D., University of California Berkeley, Educational Psychology and Special Education</p> <p>M. A., George Washington University, Special Education</p> <p>B. S., George Washington University, Health and Physical Education</p>	<p>Extensive experience as a classroom teacher and administrator. He is experienced in the development of tools to effectively measure teacher competence.</p>
Adjunct Instructor	Part-Time	<p>EDUC 520 Professional Internship in Teaching (6) Fall/Spring</p>	<p>Ed. D., Seton Hall University, Educational Leadership, Management and Policy</p>	<p>Expertise of a master teacher and P-12 executive leader to</p>

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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)

There will be no personnel changes associated with the initiation of this degree 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)

No additional library and learning resources will be required.

Student Support Services

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

Current academic support services at The Citadel will be adequate to support students in the program. These services include, but are not limited to the Academic Support Center; The Citadel Career Center; the Krause Center for Leadership and Ethics; the Instructional Technology Services Help Desk; The Citadel Counseling Center; pastoral counseling services; the Infirmary; the Student Ombudsperson; the Campus Alcohol and Drug Information Center; and the Campus Advocacy, Response, and Education initiative.

Physical Resources

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

None.

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 Citadel's general academic facilities will be adequate for the needs of the program.

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Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total								
Tuition Funding	0	432,000	0	432,000	0	432,000	0	432,000	0	432,000	0	2,160,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	0	432,000	0	432,000	0	432,000	0	432,000	0	432,000	0	2,160,000
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	0	360,000	0	360,000	0	360,000	0	360,000	0	360,000	0	1,800,000
Facilities, Equipment, Supplies, and Materials												
Library Resources	0	20,000	0	20,000	0	20,000	0	20,000	0	20,000	0	100,000
Other (specify)												
Total	0	380,000	0	380,000	0	380,000	0	380,000	0	380,000	0	1,900,000
Net Total (Sources of Financing Minus Estimated Costs)	0	52,000	0	52,000	0	52,000	0	52,000	0	52,000	0	260,000

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

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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)

No new funding is needed as this program represents reformatting of existing programs.

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.

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)

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This degree program will be part of the professional education unit at The Citadel. As such, it will conform fully with the State of South Carolina's *Educator Preparation Provider Guidelines* (SCDE, 2017). Specifically, the state requires that all educator programs meet six standards: the five national standards established by CAEP as well as a sixth standard that captures a set of state-specific requirements.

The overall evaluation design for the program will follow the model established by the Zucker Family School of Education for all its professional education programs and affiliated programs in other programs throughout The Citadel.

Direct Measures

Direct evaluation measures will be built into each course in the major. Direct assessments will include both traditional and performance-based assessments. Traditional assessments will include (but not limited to) exams, responses to written prompts, written responses to teaching scenarios, research projects, and student presentations. Performance-based assessments will include student developed lesson and classroom management plans, observational logs kept during field experiences, and evaluations of instruction during early field experiences and the teaching internship.

A supervised, one-semester, full-time teaching internship serves as the capstone experience for the program. Students participate in the internship for a minimum of 12 weeks (60 days). During the internship, students are required to demonstrate all competencies and skills required within the program, by CAEP, and by the state of South Carolina.

Data from a (predetermined) broad sample of these direct assessments are catalogued within the Zucker Family School of Education assessment database using LiveText/Watermark software. For these assessments, students will be required to upload their work into a LiveText template, and faculty will assess the assignments using standard rubrics. These assessments and the scoring rubrics are consistent across instructors and teaching terms to allow for a significant amount of data to be collected to determine: (a) the students' performance against established learning outcomes, (b) the psychometric integrity of the rubrics used, (c) effectiveness of the curriculum (e.g., through evaluation of student error patterns), and (d) appropriateness of the assessments themselves.

Students' teaching effectiveness during internship is measured in multiple ways. Cooperating teachers and college supervisors will evaluate the effectiveness of lesson plans and other materials used to prepare for instruction. Additionally, students are observed daily during their student teaching activities with focus given to mastery of individual teaching skills as well as professional attitudes and dispositions. Formal observations of teaching are conducted by both cooperating teacher and supervisor, and results are shared with students during clinical feedback conferences.

Indirect Measures

Surveys of graduating students and employers will be conducted to assess student learning outcomes, student satisfaction with the program, and employer satisfaction with graduates. Surveys will be collected during year one, and repeated in years two and three. Additionally, per CAEP and SCDE guidelines, graduates (and, collectively, the program) will be evaluation based on their impact on P-12 student learning. Specifically, once graduates (i.e., program completers) begin teaching, data will be collected from their students to demonstrate learning. Where available, standardized learning measures will be employed; however, other

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measures, such as assessment of student learning outcome (SLO) data and end-of-course examination scores, will also be employed.

Satisfaction survey data will be compared over time using trend analysis. Student outcome data will be analyzed for individual graduates and across graduates from the program. Where appropriate, data will be disaggregated by the teaching area.

SPA Reports and Periodic Accreditation Reviews

Every seven years, per the CAEP/SCDE review cycle, Education faculty will work collaboratively with students in each content area to prepare SPA reports. These reports require faculty to show evidence of addressing content standards, strength of students' assessments and effectiveness of analysis of data derived from the assessments, and the ability of students and graduates to show impact on P-12 student learning. The SCDE and CAEP require that all program areas receive national recognition.

Annual Reporting

In addition to the seven year accreditation cycle SPA reporting, annual reports are provided to CAEP regarding any changes made to the program, and an "ADEPT Assurances" report is filed with the SCDE. Data from the LiveText assessments are also compiled and shared with the Office of the Provost to be used for compliance reporting for purposes of SACSCOC.

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Content and Pedagogical Knowledge: Teacher candidates develop a deep understanding of the discipline and, by program completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. (Adapted from CAEP Standard 1 and InTASC Category 2)</p>	<p>In content courses, direct assessment measures include exams, responses to written prompts, individual student research, and student participation in classroom discussions.</p> <p>In education courses, direct assessments include student-developed lesson plans, performance during teaching demonstrations, and actual performance engaging in instructional activities during field experiences.</p> <p>During internship, content and pedagogical knowledge are assessed continuously. Teacher candidates are given feedback daily by their cooperating teacher on the effectiveness in applying knowledge. College supervisors and cooperating teachers discuss progress or problems during supervisory conferences with the candidate. Finally, candidates receive direct, formal feedback on their content and pedagogical knowledge via formal observations using teacher effectiveness rubrics and other methods for recording feedback.</p> <p>Prior to the end of the program, candidates must submit a passing score on the Praxis II subject area exam in their content area and on the Praxis III Principles of Learning and Teaching exam. These exams, respectively, serve as summative measures of content and pedagogical knowledge.</p>
<p>The Learner and Learning: The teacher understands how learners grow and develop, uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments, and creates environments that support individual and collaborative learning. (Adapted from InTASC Category 1)</p>	<p>This outcome is assessed throughout the program in a variety of course embedded assessments. Student reflections (oral and written) are used for responding to scenarios involving a complex issue regarding the learning environment or ways to include a student who has learning differences.</p> <p>Lesson plan assignments provide opportunities for students to demonstrate the ability to plan effectively taking into consideration the needs of the learners and the fit of the learning environment to the students' needs.</p> <p>This outcome is also measured continuously during field based work. University supervisor and cooperating teacher observations are used to provide feedback on the candidate's sensitivity to the learning environment and needs of each student.</p>
<p>Instructional Practice: The teacher candidate plans instruction that supports every student in meeting</p>	<p>This learning outcome is addressed in direct assessment embedded in coursework throughout the major. Assessments include exams, responses to writing prompts, classroom discussions, classroom simulations, demonstration lessons, student developed lesson plans, and teaching observations during field work.</p>

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<p>rigorous learning goals, uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways, and uses multiple methods of assessment to engage learners in their own growth and to monitor learner progress. (Adapted from InTASC Category 3)</p>	
<p>Competence in Clinical Practice: Teacher candidates demonstrate across multiple clinical settings the knowledge, skills, and dispositions necessary to positively impact P-12 student learning. (Adapted from CAEP Standard 2)</p>	<p>Teacher candidates must complete a minimum of 100 hours of clinical experiences prior to the student teaching internship. These experiences are of increasing length and difficulty to fit the developmental stages the candidate evolves through during the course of the program.</p> <p>Direct measures during these field experiences include structured observation assignments, reflective journaling, development of instructional plans and materials, and implementation of instructional activities.</p> <p>During field experiences in general and special methods classes, candidates must not only effectively plan and deliver instruction but also show evidence of adapting instruction to the needs of diverse learners and provide logical connections between their instructional behaviors and student learning.</p>
<p>Professional Responsibility: Teacher candidates demonstrate leadership by modeling ethical behavior, engaging in professional learning, contributing to positive changes in practice, and advancing their profession. (Adapted from InTASC Category 4)</p>	<p>Direct assessments include the use of dispositions surveys at various points in the program, classroom discussions and written reflections on scenarios involving ethical issues in teaching, development of personal professional development plans, and inclusion of ethical and dispositional items on rubrics used to measure teaching behavior during fieldwork.</p>

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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 professional education programs at The Citadel are accredited by the Council for Accreditation of Educator Preparation (CAEP) under state partnership agreement with the South Carolina Department of Education (SCDE). Individual educator preparation programs are nationally recognized by specialized professional organizations (SPAs) affiliated with CAEP. Per state requirements, programs with smaller numbers of completers are submitted for state review in lieu of SPA review. As the proposed MAT program will result in a "re-packaging" but not a substantial change in the content or outcomes of current programs, existing programmatic and CAEP approval will not be impacted. The Citadel will keep CAEP and SCDE aware of changes in the program framework. SPA reports for all programs have already been submitted, or will be submitted by the end of Fall 2018, in preparation for The Citadel's Spring 2021 continuing accreditation visit from CAEP.

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)

The MAT program incorporates specific content area teacher preparation programs that have been approved by the SCDE for certification of educators. Program goals and outcomes are aligned with state standards for certification.

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

The MAT graduate major, when paired with an appropriate specialty concentration area, will lead to eligibility for South Carolina teacher certification in one of the following areas:

- Secondary Biology and General Science (7-12)
- Secondary English (7-12)
- Secondary Mathematics (7-12)
- Secondary Social Studies (7-12)

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