

## NEW PROGRAM PROPOSAL

### Name of Institution

The Citadel, Military College of South Carolina

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

Bachelor of Science in Education

### 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\*                       Distance Education  
\*select if less than 50% online                       100% online  
 Blended (more than 50% online)  
 Other distance education

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

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### Institutional Approvals and Dates of Approval

Approved by the Zucker Family School of Education Faculty, February 7, 2018  
Approved by The Citadel's Professional Education Board, March 8, 2018  
Citadel Undergraduate Curriculum and Instruction 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 Bachelor of Science in Education (BS-ED) is to prepare teachers to teach in the Lowcountry, the state of South Carolina, and the nation. The target audience will be Citadel day and evening undergraduate 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.

Undergraduate teacher education programs at The Citadel are currently housed in six departments/divisions within three academic schools. Creation of this new major, which will be housed in the Zucker Family School of Education, will allow undergraduate students desiring to teach to enroll in a single Education major. Students will pursue a second major in the content area in which they desire to teach. Hence, Education students will pursue a "double major" (e.g., a student pursuing certification to teach biology will pursue majors in both Education and Biology). In some instances, students may be required to take a few 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 worked into either or both majors as electives, so as to keep students' programs of study efficient and as short as possible without sacrificing academic integrity.

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 teacher certification areas in the future, the BS-ED will serve as an efficient structure for accommodating these initiatives.

Once in place, the BS-ED will replace one undergraduate major and five teacher specializations/tracks that currently exist within various undergraduate majors at The Citadel. The complete list of programs/specializations to be replaced by the BS-ED includes:

- Biology Teaching Track within the Biology Bachelor of Science (grades 7-12)
- Chemistry with Teaching Specialization within the Chemistry Bachelor of Arts (grades 7-12)
- Teaching Specialization in French Track within the B.A. in Modern Languages, Literatures and Cultures Bachelor of Arts (grades K-12)
- Teaching Specialization in Spanish Track within the B.A. in Modern Languages, Literatures and Cultures Bachelor of Arts (grades K-12)
- Teaching Specialization in German Track within the B.A. in Modern Languages, Literatures and Cultures Bachelor of Arts (grades K-12)
- Social Studies Education Bachelor of Science major (grades 7-12)

Note that the Physical Education Bachelor of Science—Teaching Track will not be impacted by the new BS-ED 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

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Department of Health and Human Performance and operated collaboratively with the Zucker Family School of Education.

For at least two years, the six specializations and one major listed above will exist alongside the new BS-ED. This is to assure that students currently enrolled in any of the above major/specializations will not have their academic progress interrupted by the change to the new program. Any undergraduate Education student (other than Physical Education) admitted to The Citadel in Fall 2019 or later will be placed in the new BS-Ed major.

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 P-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 P-12 students and with other professionals.
  - e. To instill in students a sense of advocacy essential to assuring the success of P-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 bachelor'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 undergraduate degrees in Education for more than six decades. Currently, more than 75 students are enrolled in an education degree program or are in pre-education status awaiting eligibility for admission by completing a sufficient number of college credits. Under the new BS-ED degree, The Citadel will maintain all current undergraduate pathways to teacher certification at The Citadel, 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](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 BS-ED 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 BS-ED 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.”

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
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](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)

As noted above, the new BS-ED program will become an “umbrella” for The Citadel’s current undergraduate teacher education programs at The Citadel. It will replace the current Social Studies Education major and teaching specializations/tracks in secondary education fields and the Modern Languages. As the BS-ED program phases in, these currently existing programs/tracks will be phased out. The new BS-ED program will exist parallel to the existing programs for at least two years until all students in the existing programs complete.

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**List of Similar Programs in South Carolina\***

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Bachelor of Arts in Secondary Education	Clemson University	Like the BS-ED program proposed at The Citadel, Clemson’s secondary education degree is designed for students to obtain a double major in secondary education and the chosen teaching content area.	The proposed BS-ED degree, in addition to encompassing the secondary teaching areas, also will be applicable to those students earning P-12 teacher certification in modern languages.
Bachelor of Science, Secondary Education Cognate	College of Charleston	The Secondary Education Cognate major at the College of Charleston is completed in addition to a major in the content area for students desiring to teach in a secondary field. Likewise, under the proposed BS-ED program, secondary education students would complete both the Education major and a content major.	The proposed BS-ED degree, in addition to encompassing the secondary teaching areas, also will be applicable to students desiring to teach in P-12 certification areas (i.e., modern languages).
5-Year Program, Bachelor of Arts or Bachelor of Science plus Master of Teaching	University of South Carolina Columbia	Both the USC program and the proposed BS-ED program provide coursework in education and a teaching field so that graduates are eligible for a teaching certificate in a given field at program completion.	The USC program requires students to earn an undergraduate degree in the teaching field and then pursue the master’s degree in Education. For the proposed BS-ED degree, both sets of requirements are completed (via double majors) at the undergraduate level.

\*Note: There are 30 institutions (public and private) in the state of South Carolina that offer one or more degrees in teacher education at the undergraduate level. The programs listed here are from public institutions having a larger umbrella education major that encompasses several undergraduate teaching content 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	750	50	750		
2019-2020	50	750	50	750		
2020-2021	50	750	50	750		
2021-2022	50	750	50	750		
2022-2023	50	750	50	750		

\*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. Students seeking admission to teacher education programs at The Citadel enter initially as “pre-education students.” Students must obtain state minimum scores on all three portions of the Praxis Core examination and obtain a cumulative college GPA of 2.75 or higher on at least 45 credits of coursework taken at The Citadel to be admitted to teacher education senior level study. For “native” students, this admission decision is normally made during the sophomore year.

Program applicants for the evening undergraduate 2 + 2 program are similarly admitted through a two-stage process:

- Students may apply for admission to pre-education status upon completion of at least 24 transferable college credits with a minimum 2.0 cumulative GPA, submission of SAT/ACT scores, and recommendation of advisors at both the technical college and The Citadel. All courses in which the student has received a grade of C or higher will count toward transfer.
- To be admitted to upper level courses in Education, students must meet Praxis and GPA requirements required by the state.

Are there any special articulation agreements for the proposed program?

- Yes  
 No

If yes, identify. (1000 characters)

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The Citadel has an existing articulation agreement with Trident Technical College for its 2 + 2 evening program in Secondary Social Studies Education. The proposed program will not call for changes in the content of the A. A. degree or the currently defined admission requirements for students coming to The Citadel from Trident Technical College.

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**Curriculum**

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

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDUC 101 Education in Modern Society	3	EDUC 202 Educational Psychology	3		
Total Semester Hours	3	Total Semester Hours	3	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDUC 206 Adolescent Development	3	EDUC 301 Foundations in Reading	3		
Total Semester Hours	3	Total Semester Hours	3	Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDUC 312 Learners with Exceptionalities	3	EDUC 401 Methods and Materials of Middle and High School Teaching	3		
		EDUC 307 Child Development (Modern Languages) OR General Elective (all secondary)	3		
Total Semester Hours	3	Total Semester Hours	6	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDUC 306 Teaching Reading in the Secondary School	3	EDUC 402 Special Methods in Teaching (Or content specific methods course)	3		
		EDUC 499 Internship in Teaching	12		
Total Semester Hours	3	Total Semester Hours	15	Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Total Credit Hours Required: 39 (Major will be taken alongside a content area major. Additional content courses may be required per SCDE content requirements.)

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**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
	NO NEW COURSES ARE BEING PROPOSED.

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**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor and Teacher Education Program Coordinator	Full-Time	EDUC 202 Educational Psychology (3) Fall/Spring EDUC 312 Learners with Exceptionalities (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 scholar in her discipline (i.e., special education).
Associate Professor	Full-Time	EDUC 101 Education in Modern Society (3) Spring EDUC 206 Adolescent Development (3) 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 401 Methods and Materials of Middle and High School Teaching (3) Spring EDUC 402 Special Methods in Teaching (3) Fall EDUC 499 Internship in Teaching (12) Spring	Ph. D., North Carolina State University, Science Education M. Ed., Austin Peay State University, Curriculum and Instruction B. S., North Carolina State University, Chemistry	Experienced secondary science teacher. She has obtained a substantial amount of external funding to support her work with classroom teachers and students as they learn in the STEM disciplines. She is a published scholar in areas related to teacher effectiveness and curricular innovation in STEM.
Assistant Professor	Full-Time	EDUC 101 Education in Modern Society (3) Fall EDUC 401 Methods and Materials of Middle and High School Teaching (3) Fall EDUC 402 Special Methods in Teaching (3) Spring EDUC 499 Internship in Teaching (12) 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.

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Visiting Assistant Professor and Director of Field Experiences and Internships	Full-Time	EDUC 402 Special Methods in Teaching (3) Fall/Spring	Ed. D., University of California Berkeley, Educational Psychology and Special Education M. A., George Washington University, Special Education B. S., George Washington University, Health and Physical Education	Extensive experience as a classroom teacher and administrator. He is experienced in the development of tools to effectively measure teacher competence.
Visiting Assistant Professor	Full-Time	EDUC 301 Foundations in Reading (3) Spring EDUC 306 Teaching Reading and Writing in the Middle and High School (3) Fall/Spring	Ph. D., University of Maine, Literacy Education M. Ed., State University of New York at Buffalo, Teaching English to Speakers of Other Languages M. Ed., Korea University, English Education B. A., Chung-Ang University, English Education	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.
Adjunct Instructor	Part-Time	EDUC 499 Internship in Teaching (12) Fall/Spring	Ed. D., Seton Hall University, Educational Leadership, Management and Policy M. A., Seton Hall University, Education Administration and Supervision B. A., Music Education, Montclair State College	Expertise of a master teacher and P-12 executive leader to his work as a student teaching supervisor.
Adjunct Instructor	Part-Time	EDUC 499 Internship in Teaching (12) Fall/Spring	Ed. D., University of Akron, School Administration M. A., University of Akron, School Administration B. A., University of Akron, Comprehensive Social Studies Education	Expertise of a master teacher and P-12 executive leader to his work as a student teaching supervisor.
Adjunct Instructor	Part-Time	EDUC 499 Internship in Teaching (12) Fall/Spring	Advanced Graduate Study, University of Akron, Educational Leadership M. L. S., Kent State University, Library Science	Expertise as a master P-12 teacher, leader, and educational consultant to her work as a student teaching supervisor.

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

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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	4.5 Existing FTE	Staff	.25 Existing FTE	Administration	.25 Existing FTE
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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**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Tuition Funding	0	1,100,000	0	1,100,000	0	1,100,000	0	1,100,000	0	1,100,000	0	1,100,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	<b>0</b>	<b>1,100,000</b>	<b>0</b>	<b>1,100,000</b>								
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Program Administration and Faculty/Staff Salaries	0	750,000	0	750,000	0	750,000	0	750,000	0	750,000	0	3,750,000
Facilities, Equipment, Supplies, and Materials	0	100,000	0	100,000	0	100,000	0	100,000	0	100,000	0	500,000
Library Resources	0	25,000	0	25,000	0	25,000	0	25,000	0	25,000	0	125,000
Other (specify)												
<b>Total</b>	<b>0</b>	<b>875,000</b>	<b>0</b>	<b>4,375,000</b>								
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	<b>0</b>	<b>225,000</b>	<b>0</b>	<b>1,125,000</b>								

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**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.

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

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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.

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Where available, standardized learning measures will be employed; however, other 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**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
<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>

**NEW PROGRAM PROPOSAL**

<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>

### NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

- Yes  
 No

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

The 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 BS-ED 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 BS-ED 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

## 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 BS-ED undergraduate major, when paired with an appropriate content major will lead to eligibility for South Carolina teacher certification in one of the following areas:

- Secondary Social Studies (7-12)
- Secondary Chemistry (7-12)
- Secondary Biology (7-12)
- French (K-12)
- Spanish (K-12)
- German (K-12)

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