

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **University of South Carolina Aiken**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

Purpose of this modification is to offer the USC Aiken B.A. in Early Childhood Education and B.A. in Elementary Education at the USC Sumter campus and the BA in Early Childhood Education at USC Salkehatchie.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

**Bachelor of Arts in Early Childhood Education
Bachelor of Arts in Elementary Education**

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

**Bachelor of Arts in Early Childhood Education
Bachelor of Arts in Elementary Education**

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2019

CIP Code: ECE 131210, Elem 131202

Current delivery site(s) and modes: USC Aiken Campus and USC Salkehatchie (BA in Elementary Education), via face to face and distance learning methods, along with off-site K-12 school based practicums.

Proposed delivery site(s) and modes: USC Sumter campus, with face to face and distance learning methods to include K-12 school based practicums in the USC Sumter area.

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

Judy Beck, Ph.D.
Dean, School of Education
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The program contact information person for the USC Sumter campus is:

Michael Sonntag
Dean, USC Sumter
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Institutional Approvals and Dates of Approval:

Jan 2019	School of Education
Jan 2019	Provost
Jan 2019	Chancellor
Mar 2019	USC Board of Trustees

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

This proposed USC Aiken program modification is to provide for the offering of two USC Aiken School of Education (SOE) degree programs, namely the B.A. in Elementary Education and B.A in Early Childhood Education, at both USC Sumter and USC Salkehatchie campuses. USC Aiken already has an established presence at USC Salk and currently offers the BA in Elementary Education. Students local to USC Sumter or USC Salk will now have local access to professional program education courses for two programs while enrolled at USC Aiken and earning their degree from USC Aiken.

In this idealized scenario, students will apply for admission to USC Sumter/Salk, indicating education as an interest. USC Sumter/Salk will provide all of the non-education courses through their campus, including the required core and general education courses. After completing the required body of courses, these students will then apply for admission to USC Aiken and meet the same SOE professional program entry requirements as all other students. The professional program education courses will be provided by USC Aiken through a combination of distance education and live instruction and will be the same courses taken by students at USC Aiken. Students admitted to the USC Sumter/Salk cohort will take all education courses at the USC Sumter campus. All school-based practicums will take place in the Sumter/Salkehatchie area and will be facilitated by the on-site program coordinator.

The target audience includes students attending USC Sumter/Salk who wish to pursue a baccalaureate in education degree in elementary or early childhood education and desire to stay on their respective campus. The degree will be a USC Aiken degree, but offered on the USC Sumter/Salk campus. This is central to the mission and strategic plan to strategically grow the student body, and to be a key resource for pre-professionals.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Dean Sonntag approached USC Aiken about this partnership as a way to recruit and retain more teachers in Sumter County and to continue the pre-existing offerings of teacher education programs. Dean Nesmith at USC Salk welcomes the addition of another education degree program.

There is a teacher shortage in the state of South Carolina. According to the latest data available from CERRA, 550 teaching vacancies existed at the start of the 2017-18 school year which is a 16% increase over the previous year.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Description of the Program

USC Sumter/Salk

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019	7	7	7	14	0	0
2020	7	21	7	28	0	0
2021	7	28	7	28	0	0
2022	7	28	7	28	0	0

*Early Childhood Program Enrollment/Elementary Program Enrollment

Explain how the enrollment projections were calculated.

These enrollment projections were calculated based on the pre-existing teacher education program enrollments. A cohort is expected to be 7 students who have met the ge (split between Early Childhood and Elementary programs), and a new cohort is expected to begin each Fall and Spring. Students will graduate after 4 semesters, with the 4th semester including student teaching. Cohort 1 (7 students) begins in Fall 2019; cohort 2 (7 students) in Spring 2020, and so on adding 7 students each semester until cohorts begin to graduate. Program is expected to be 28 students at full strength.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Advisement sheets for both programs are attached at the end of document.

Early Childhood Education: Students will take all general education requirements while enrolled as USC Sumter students (51-53 hrs). The course equivalences are included in Part I of the advisement sheet included at the end of this document. Students will take the Education Program requirements (Part II, 67 hrs), after becoming USC Aiken students. An additional 1-2 free electives may be necessary to reach 120 hrs for the degree, depending on general education course selection.

Elementary Education: Students will take all general education requirements while enrolled as USC Sumter students (55-57 hrs). The course equivalences are included in Part I of the advisement sheet included at the end of this document. Students will take the Education Program requirements (Part II, 68 hrs), after becoming USC Aiken students. This degree requires 123-125 hrs, depending on general education course selection.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
N/A	N/A	N/A

New Courses

List and provide course descriptions for new courses.

N/A

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

There are a number of teacher education programs in South Carolina, however, USC Aiken is the only program that offers its program on other system campuses (USC Salkehatchie).

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
n/a				

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

This partnership will necessitate new faculty and staff in order to be implemented.

USC Sumter will hire and provide the funding for an advisor/program coordinator. This person will be responsible for advising all students as they are admitted to USC Sumter who are on the pre-professional education track. This person will also be responsible for obtaining field experience placements for student practicum experiences in Sumter area schools. The program coordinator will keep up with student scheduling once students are admitted into the SOE professional program and keep track of required credentialing materials. This person will also teach two courses per term.

There will be a need for one full-time faculty member on the Sumter campus to teach professional program courses in both the Early Childhood and Elementary programs. This position will be funded by USC Aiken.

USC Aiken faculty already teach the remainder of the required courses either online or will video conference the classes to Sumter that are currently scheduled for USC Aiken on campus or USC Aiken @ Salkehatchie students. New Sumter/Salk students will essentially fill vacant seats in those sections.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: N/A

Equipment: Resources are already on site from the pre-existing program. This includes the Polycom videoconferencing point-to-point dialing hardware and curriculum lab materials (including teacher guides, textbooks and lab equipment). \$2000 per year expenditures expected for minor upgrades, materials, sundries.

Facilities: N/A

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

**Financial Support
 Overall Program**

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	109,179	254,751	291,144	291,144	291,144	1,237,362
Program-Specific Fees	315	735	840	840	840	11,900
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	109,494	255,486	291,984	291,984	291,984	1,240,932
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	55,000	59,200	63,400	63,400	63,400	304,400
Facilities, Equipment, Supplies, and Materials	2,000	2,000	2,000	2,000	2,000	10,000
Library Resources						
Other (specify)						
Total	57,000	61,200	65,400	65,400	65,400	314,400
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	52,494	194,286	226,584	226,584	226,584	926,532

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Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

For this four semester USC Aiken program, all new financing is tuition (\$5199) and program fees (\$15) at USC Aiken rates. Prior to enrolling in this USC Aiken program, students will be USC Sumter students and all tuition/fees/expenses will reside with USC Sumter. This program modification only covers USC Aiken students obtaining this degree at USC Sumter/Salk.

Please refer to the attached program of study for specific courses.

All new costs are based on personnel needs to support the programs.

New faculty salary estimated at \$55,000 for USC Sumter program. Faculty member/program coordinator is already in place at USC Salk.

\$600 expense per student teacher during final semester – 0 students Yr1, 7 students (1 cohort) Yr2, 14 students (2 cohorts of 7 students each) in Yr3 and following.

Resources are already on site from the pre-existing program. This includes the Polycom videoconferencing point-to-point dialing hardware and curriculum lab materials (including teacher guides, textbooks and lab equipment). We do anticipate \$2000 per year expenditures for minor upgrades, materials, sundries.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
See attached	Student learning outcomes are based on the South Carolina Teaching Standards.	In addition to successful completion of all courses with a "C" or better, this includes student artifacts from the internship/student teaching and performance on the state mandated licensure exam.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

South Carolina State Department of Education Certification for Early Childhood or Elementary Education.

Explain how the program will prepare students for this licensure or certification.

This program prepares candidates to take the necessary exams for teacher certification in South Carolina.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

Current SPA accreditation is effective through 2020. Reapplication has been submitted for continuing accreditation through 2027.

Program Objectives	Student Learning Outcomes	Methods of Assessment Early Childhood	Methods of Assessment Elementary
The Teacher Education Program will prepare graduates to understand and integrate effective assessment, planning, and instructional strategies in coordinated and engaging ways.	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Student Learning Objective Assessment (State Teacher Evaluation); Unit Plan	Student Learning Objective Assessment (State Teacher Evaluation); Unit Plan
	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Student Learning Objective Assessment (State Teacher Evaluation)	Student Learning Objective Assessment (State Teacher Evaluation)
The Teacher Education Program will prepare graduates to understand both their content areas and the learner in order to work with students to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation)	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation)
	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Student Learning Objective Assessment (State Teacher Evaluation)	Student Learning Objective Assessment (State Teacher Evaluation)

	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II (State licensure test); Child Study Project	Praxis II (State licensure test); Course grades
	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Principles of Learning & Teaching (State licensure test)	Principles of Learning & Teaching (State licensure test)
	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation)	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation)
The Teacher Education Program will prepare graduates to develop and maintain an environment that is	The teacher works with others to create environments that support individual and collaborative learning,	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation); Student Learning Objective Assessment (State Teacher Evaluation)	South Carolina State Teaching Standard Rubric 4.0 (State Teacher Evaluation); Student Learning Objective Assessment (State Teacher Evaluation)

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<p>safe and supportive for learning.</p>	<p>and that encourage positive social interaction, active engagement in learning, and self motivation.</p>		
<p>The Teacher Education Program will prepare graduates to examine their practice through ongoing study, self-reflection, and collaboration.</p>	<p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Dispositions Rubric; Student Learning Objective Assessment (State Teacher Evaluation)</p>	<p>Dispositions Rubric; Student Learning Objective Assessment (State Teacher Evaluation)</p>



School of Education
UNIVERSITY OF SOUTH CAROLINA AIKEN

USC AIKEN SCHOOL OF EDUCATION AT USC SUMTER

EARLY CHILDHOOD EDUCATION

ADVISEMENT SHEET (DRAFT)

****TO BE USED FOR ADVISEMENT PURPOSES ONLY****

Student Name: _____

I. GENERALEDCATION REQUIREMENTS (51-53 Hours)**

COURSE	NUMBER	WI	DESCRIPTION	HRS	USC Sumter Course	Semester	Grade
ENGL	101		Composition	3	ENGL 101		
ENGL	102		Composition & Literature	3	ENGL 102		
MATH	108 or higher		Applied College Algebra	3	MATH 111		
STAT	201 or higher		Elementary Statistics	3	STAT 201		
COMM			COMM 201 or 241	3	SPCH 140		
			Foreign Language	3-4	SPAN 109		
			Foreign Language	3-4	SPAN 110		
			Natural Science (2 areas) BIOL GEOL PHYS	4	BIOL 110		
			Natural Science (see above)	4	GEOL 201		
			Social and Behavioral Sciences (2 areas) Geography, Psychology, Sociology, Anthropology, Economics, Political Science, or Geography	3	PSYC 101, SOCY 101, ECON 221, or ECON 222		
			Social and Behavioral Sciences (see above)	3	SEE ABOVE		
			Humanities Elective Communications (last two digits must be in 50s or 60s), Fine Arts History, Music History, Theatre History, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)	3	ARTH 105, ARTH 106, MUSC 110, RELG 120*, HIST 109*		
			Humanities Elective (see above)	3	SEE ABOVE		
ENGL			English above 250	3	ENGL 250		
			US History: HIST 201, HIST 202, or POLI 201	3	HIST 111, 112, OR POLI 201		
HIST			History of Civilization: HIST 101 or 102	3	HIST 101 OR 102		

AFCI	101		Critical Inquiry Course	1	N/A		
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*meets non-western requirement

II. EDUCATION PROGRAM REQUIREMENTS

A. Pre-Professional Program Requirements* (22 hrs)

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEC	211		Family Life Education and Professional Practice	3		
EDUC	210		Clinical Observation and Analysis	1		
EDUC	300		Mathematics for Instructional Purposes for Early Childhood and Elementary Teachers	3		
EDFN	321		Dynamics of American Public Education	3		
EDPY	235		Introduction to Educational Psychology	3		
EDEX	200		Introduction to Exceptional Learner	3		
EDRD	218		Children's Literature	3		
EDEC	256		PE & Health in Early Childhood Education	3		

B. Professional Program (Junior Block) (15 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDRD	522		Foundations in Reading in ECE	3		
EDEC	411		Child Development and Foundations in Early Learning	3		
EDEC	542		Environmental Design and Classroom Management in Early Childhood Education	3		
EDEC	540		Child Study and Assessment	3		
EDRD	523		Content Area Reading and Writing in ECE	3		

Senior Block - 1st Semester (15 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEC	435		Math Experiences in ECE	4		
EDEC	436		Social Studies and Science in ECE	4		
EDRD	524		Instructional Practices in Reading in ECE	4		
EDRD	525		Assessment of Reading in ECE	3		

Senior Block - 2nd Semester (15 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEC	476		Senior Seminar (coreq: EDEC 469)	3		
EDEC	469		Teaching Internship	12		

III. General Elective (0-3 if needed):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE

TOTAL HOURS FOR MAJOR: 120-121



School of Education
UNIVERSITY OF SOUTH CAROLINA AIKEN

USC AIKEN SCHOOL OF EDUCATION AT USC SUMTER

ELEMENTARY

ADVISEMENT SHEET (DRAFT)

****TO BE USED FOR ADVISEMENT PUPOSES
ONLY****

Student Name: _____

I. GENERALEDCATION REQUIREMENTS (55-57 Hours)**

COURSE	NUMBER	WI	DESCRIPTION	HRS	USC Sumter Course	Semester	Grade
ENGL	101		Composition	3	ENGL 101		
ENGL	102		Composition & Literature	3	ENGL 102		
MATH	108 or higher		Applied College Algebra	3	MATH 111		
STAT	201 or higher		Elementary Statistics	3	STAT 201		
COMM			COMM 201 or 241	3	SPCH 140		
			Foreign Language	3-4	SPAN 109		
			Foreign Language	3-4	SPAN 110		
			Life Science	4	BIOL 110		
			Earth/Space Science	4	GEOL 201		
			Physical Science I or higher Physics	4	CHEM 101, 102, 105, 111, or 112		
			Social and Behavioral Sciences (2 areas) <i>Geography, Psychology, Sociology, Anthropology, Economics, Political Science, or Geography</i>	3	PSYC 101, SOCY 101, ECON 221, or ECON 222		
			Social and Behavioral Sciences (see above)	3	See above		
			Humanities Elective <i>Communications (last two digits must be in 50s or 60s), Fine Arts History, Music History, Theatre History, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)</i>	3	ARTH 105, ARTH 106, MUSC 110, RELG 120*, HIST 109*		
ENGL			English above 250	3	ENGL 250		
HIST			US History: HIST 201 or HIST 202	3	HIST 111 OR 112		
HIST			History of Civilization: HIST 101 or 102	3	HIST 101 OR 102		

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POLI	201		American National Government	3	POLI 201		
AFCI	101		Critical Inquiry Course	1	N/A		

*meets non-western requirement

II. EDUCATION PROGRAM REQUIREMENTS

A. Pre-Professional Program Requirements* (24 hrs)

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDUC	210 or 110L		Clinical Observation and Analysis	1		
EDUC	245		Tech integration	2		
EDUC	300		Math for Instructional Purposes for ECE and Elem	3		
EDFN	321		Dynamics of American Public Education	3		
EDPY	330		Lifespan Growth and Development	3		
EDPY	235		Introduction to Educational Psychology	3		
EDEX	200		Introduction to Exceptional Learner	3		
EDRD	218		Children's Literature	3		
EDEL	225		Teaching Health and PE in Elem School	3		

B. Professional Program (Junior Block) (13 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEL	445		Classroom Assessment	3		
EDEL	432		STEM in Elementary School	4		
EDRD	430		Foundations in Reading in Elementary and Special Education	3		
EDRD	422		Instructional Practices in Elementary School Literacy and Creative Arts	3		

Senior Block - 1st Semester (16 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEL	443		Teaching Social Studies in the Elementary School	4		
EDRD	421		Assessment of Reading in Elementary Education	3		
EDEL	441		Classroom Management	2		
EDEL	431		Teaching Math in the Elementary School	4		
EDRD	423		Content Area Reading and Writing	3		

Senior Block - 2nd Semester (15 Hours):

COURSE	NUMBER	WI	DESCRIPTION	HRS	SEM	GRADE
EDEL	476		Senior Seminar (coreq: EDEL 470)	3		
EDEL	470		Teaching Internship	12		

TOTAL HOURS FOR MAJOR: 123-125