



UNIVERSITY OF
SOUTH CAROLINA

Office of Institutional Research and Assessment

June 28, 2019

Dr. Belle S. Wheelan, President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Wheelan:

I am writing to notify the Commission on Colleges that the University of South Carolina Columbia is requesting approval to reduce the number of credit hours in the existing Master of Arts in Teaching (MAT) in Elementary Education from 51 credit hours to 33 credit hours.

The University of South Carolina Columbia has prepared a prospectus to request approval for the reduction in credit hours for MAT in Elementary Education. Due to the number of credit hours being reduced this qualifies as a substantive change. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Donald Miles, Director of Institutional Effectiveness and Accreditation and SACSCOC Accreditation Liaison

Enclosure

Cover Sheet for Submission of Substantive Changes Requiring Approval

COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.

For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org

Complete, attach to submission, and send to:
 Dr. Belle Wheelan, President
 Southern Association of Colleges and Schools
 Commission on Colleges
 1866 Southern Lane
 Decatur, GA 30033

OFFICIAL NAME OF INSTITUTION

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)

SUBMISSION DATE
(MM/DD/YYYY)

INTENDED STARTING
DATE (MM/YYYY)

Type of change (check the appropriate boxes)

New program at the current degree level that is a significant departure from current programs

FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING)

New off-campus instructional site where 50% or more of a program's credits are offered

SITE NAME

CITY

STATE

STREET ADDRESS

ZIP

COUNTRY

Will the site be a **branch campus?** (see Substantive Change Policy, p. 16, for definition) Yes No

Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time

Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)

Closing a program, instructional site, or institution

Type of closure:

Program closure

Site closure

Institution closure

Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)

FROM LEVEL

TO LEVEL

TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)

Merger / consolidation, program acquisition, or site acquisition

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION AND LEAD INSTITUTION

Change of governance, ownership, control, or legal status

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

Other (PLEASE DESCRIBE)

OFFICE USE ONLY

On sanction | date imposed: _____
 Sanction recently removed for CR 2.11.1
 or CS 3.10.1 | date removed: _____

Institutional ID

University of South Carolina-Columbia
College of Education-Instruction and Teacher Education

Substantive Change Prospectus

Approval to reduce the credit hours in the MAT in Elementary Education
from 51 hours to 33 hours

June 28, 2019



Donald Miles
Director of Institutional Effectiveness and Accreditation
SACSCOC Liaison

Contact Information:

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Office of Institutional Research, Assessment, and Analytics
University of South Carolina
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Columbia, SC 29208
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List of Degrees and Major which the institution is authorized to grant: (See Appendix A)

List of Existing Approved Off-Campus Sites and their addresses: (See Appendix B)

I. ABSTRACT

Reports reveal that there is a shortage in teachers entering the profession and a critical mass who are leaving each year. This is resulting in a shortage of highly qualified and certified teachers nationally, and South Carolina in particular. One way in which The University of South Carolina is responding to this need is to offer a high-quality degree program for prospective elementary teacher candidates that can be completed with fewer credit hours and in less time. This prospectus is written to request approval to reduce the number of credit hours in the existing Master of Arts in Teaching (MAT) in Elementary Education from 51 credit hours to 33 credit hours. The implementation of this change from 51 credit hours to 33 credit hours is planned for the summer of 2020. A careful review of required courses in the current program revealed an overlap in content across several courses. In addition, our review revealed that five institutions across the state offer similar degrees with fewer required hours than our current MAT program. In an effort to address these issues, the elementary education faculty members propose deleting courses with content overlap. This will result in a reduction of credit hours in our degree program, making it more in line with other state institutions. The reduction in the credit hours in the program does not diminish the high quality of the degree. In fact, it makes it more affordable for students to obtain this teacher preparation degree in less time and is in support of the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement." The program will retain all requirements for a state-approved program in South Carolina including a minimum of 60 full school days in full-time clinical experience (student teaching) and 75 hours of practicum hours prior to full-time clinical experience. The program will also retain its unique and effective focus on methods courses embedded in the elementary school setting.

II. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS

The Master of Arts in Teaching (MAT) in Elementary Education is offered by the Department of Instruction and Teacher Education in the College of Education. The MAT is a multi-disciplinary degree which prepares students to teach grades 2-6 in South Carolina. Students learn how to engage children in inquiry to facilitate learning, develop curriculum, and to collect and interpret student data to inform instruction. For admission to the MAT in Elementary Education, applicants must have already completed a bachelor's degree that does not lead to initial teacher certification. The program primarily enrolls in-state students seeking to become certified teachers in South Carolina schools, thus supporting the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement."

Historically, the common population of students entering the elementary MAT program are 'career changers.' These are people who had a career in a field outside of education and have opted to embark on

a second career. Over the course of the past two years, approximately thirty-five prospective candidates who demonstrated interest in the MAT program but decided not to apply were informally interviewed to determine the reasons for choosing a different path to certification. In addition, data was collected from approximately 20 candidates who applied to the MAT program to determine what improvements could be made to the MAT degree. The data indicated that the current high number of credit hours required to graduate from this degree program is a significant deterrent.

Teacher vacancies are a pressing problem; South Carolina public school districts reported 550 teaching vacancies at the beginning of the 2017-2018 school year. The percentage of vacant teaching positions requiring early childhood or elementary certification rose to 23%, compared to 19% last year. (CERRA 2018). Here is the link to the report. (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf). The reduction in the number of potential teacher candidates, particularly at the elementary level, contributes to a context that forces school districts to hire teachers who are less than highly qualified or who are teaching out of field.

A review of South Carolina institutions of higher education reveals that only five other institutions offer the MAT in elementary education. These institutions are Clemson University, College of Charleston, Converse College, South Carolina State University, and Columbia International University. Only three of these institutions are SC public institutions of higher education. The table below provides a comparison of the MAT at UofSC with the degree programs at these institutions (See Appendix C).

The proposed 33 credit hour program will be similar in credit hours to the programs at Clemson University (30) and Converse College (36). Within the design of the proposed 33-hour program, teacher candidates will continue to develop a deep understanding of targeted theoretical knowledge and gain enhanced abilities to apply theories in practice. The UofSC Elementary Education program remains committed to providing teacher candidates embedded methods coursework. These embedded methods courses meet in elementary school settings, are co-led by university-based education faculty and school-based educators and provide opportunities for teacher candidates to practice the instructional strategies they learn in the methods courses with elementary children in classroom settings. This embedded methods course approach is the focal point for the research conducted by several of the UofSC MAT elementary faculty members. Related research studies highlight the positive benefits of these approaches for teacher candidates and the collaborating school-based personnel (references available). Additionally, key educational stakeholder groups, such as the American Association of Colleges for Teacher Preparation (2018) and the Council for the Accreditation of Teacher Preparation (2018), among others, argue that similar embedded approaches must become the center of elementary teacher preparation. This approach to teaching methods courses in the MAT in Elementary Education is unchanged with the reduction in credit hours, thus the program will continue to provide high-quality teacher preparation.

This program change was reviewed and approved by the following faculty committees:

1. College of Education Curriculum Committee: March 20, 2019
2. Graduate Council: April 22, 2019

Additional institutional approvals:

1. Instructions and Teacher Education Department Chair: December 11, 2018
2. College of Education Dean: February 11, 2019
3. Board of Trustees Academic Affairs Committee Approval: March 15, 2019

4. Full Board of Trustees: Pending April 26, 2019

III. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (NEW PROGRAM)

A. Courses

The proposed modification to the MAT in Elementary Education reduces the number of credit hours from 51 to 33. Currently the program requires 30 hours in professional education and methods courses, 15 hours in final internship and seminar, and 6 hours of graduate electives. Students currently matriculate through the program as a cohort within 15 to 18 months. With the proposed changes, students will be required to complete 24 hours in professional education and methods courses and 9 hours of final internship. With these changes, students will be able to complete the degree program in one academic year. Fewer credit hours and shorter time to degree will save students on tuition costs. Students would also be able to enter the teaching workforce sooner.

The table below provides an explanation of the hours that are being removed from the program and how the content in those courses is covered. Some course content is duplicated and/or overlaps with other courses in the program. As indicated below EDTE 600, EDFI 749, EDEL 791, and 6 hours of electives are being removed from the program. The final internship course is being reduced to 9 credit hours. All other courses remain in the program and are unchanged.

Proposed Changes to the MAT in Elementary Education Degree			
Course	Action	Course Description	Rationale
EDTE 600 Systematic Effective Teaching	Delete	This course focuses on establishing community in the classroom. The course will familiarize students with relevant research as well as provide students with opportunities to investigate theoretical perspectives, issues and dispositions regarding classroom management.	The course content is covered in EDEL 701.
EDFI 749 The School in Modern Society	Delete	Basic concepts of the relation of the school to the social order: an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in American life and of the emergence of a new world order.	The course content is covered in EDEL 701.

EDEL 791 Elementary Internship Seminar	Delete	Seminar for students seeking initial certification. Consideration of principles and theories of curriculum development and strategies to translate curriculum into personal classroom practice.	The content from this course will be addressed in EDEL 790 and through the feedback from supervisors and coaching teachers as a part of their student teaching experience (Internship II).
6 Hours in Graduate Electives	Delete		

B. Admission

Candidates seeking admission to the degree program must have successfully completed the following:

1. Bachelor's degree from an accredited institution
2. Minimum undergraduate GPA (grade point ratio) of 2.50 on a 4.00 system, however higher GPA's are preferred
3. Miller Analogies Test (Miller) scaled score of 385 or higher, or a General Record Examination (GRE) score of 286 - 146 verbal and 140 quantitative or higher are preferred.
4. South Carolina Passing scores on all three sections of the Praxis Core Academic Skills for Educators test (either the paper-based or computer-based) tests unless:
 - a. Student's overall undergraduate GPA is 3.00 or higher; or
 - b. Student's Miller Analogies Test scaled score is 392 or higher; or
 - c. Student's Graduate Record Exam (GRE) verbal score is 150 and quantitative scores are each 141 or higher

5. Acceptance by the Department of Instruction and Teacher Education (ITE) based on applicant's total academic profile including the above and:

- a. Successful interview with faculty
- b. Analysis of undergraduate course work, work experience, letters of recommendation, essay and GRE, Miller Analogies, and Praxis Core scores
- c. Completion of below listed prerequisite courses with no grade lower than C on any course

C. Curriculum Overview

The following guidelines will be used when advising students throughout the program.

1. Prerequisite Coursework
Students must have completed all of the listed prerequisite courses in order to begin program.

- a. English (9 hours) to include composition, grammar, literature
 - b. Children's literature (3 hours)
 - c. Natural sciences (10 hours) including at least one course with a lab – physical science, life science, and earth/space sciences
 - 1. 3-4 hours of physical science (e.g., chemistry, physics)
 - 2. 3-4 hours of life science (e.g., anatomy, biology, physiology, botany, zoology)
 - 3. 3-4 hours of earth/space science (e.g., geology, astronomy, oceanography, ecology, environmental science)
 - d. Mathematics (6 hours) – college algebra or above, specifically including MATH 221 or equivalent (3 hour statistics course acceptable)
 - e. Social sciences (6 hours) – history, psychology, sociology, geography, economics, religion, anthropology, government or international studies)
 - f. United States history or government (3 hours)
 - g. Non-Western, non-European culture (3 hours) – history, literature, religion, or approved social science
 - h. Exceptionalities (3 hours) – course in abnormal psychology or exceptional children
 - i. Demonstration of successful experiences with children (e.g., join a professional support group or volunteer for leadership, teaching, tutoring, or mentoring with children)
2. Degree Requirements (33 credit hours)
3. Field Experiences
 The program will continue to meet SC requirements for field and clinical experiences. EDEL 790 serves as full-time clinical experience and requires a minimum of 60 school days. The program will continue to exceed the states required 75 hours of field experiences prior to clinical practice. EDEL 743, EDEL 744, EDEL 771, and EDTE 733 make up the Internship I experience during which students complete an immersion of approximately 96 hours.
4. Read to Success
 The program will continue to meet South Carolina's Read to Succeed pre-service requirements through the completion of EDRD 600, EDTE 733, and EDEL 701.

Course Sequence		
<u>Summer – 9 hours</u>	<u>Fall – 15 hours</u>	<u>Spring – 9 hours</u>
EDRD 600 (3)	EDTE 771 (3)	EDEL 790 (9)
EDEL 701 (3)	EDTE 733 (6)	
EDPY 705 (3)	EDEL 743 (3)	
	EDEL 744 (3)	

Proposed Curriculum for the MAT in Elementary Education			
EDEL 790 MAT Internship in Elementary Education (Internship II) (9 hours)	Reduce hours from 12 to 9	Internship for practice in elementary classrooms (grades 2-6) related to curriculum design, assessment, interactive teaching, and professional roles.	While the number of credit hours the student registers for is being reduced, the experience will still meet the state's 60+ full school days in full-time student teaching experience (Internship II).
EDRD 600 Foundations of Reading Instruction (3 hours)	Remains in program	An overview of reading and its curriculum implications: grades K-12 and adults. Emphasis is placed on current trends and issues and related methodologies.	
EDPY 705 Human Growth and Development (3 hours)	Remains in program	Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social, and physical development from infancy through adulthood. Study of behavior problems.	
EDTE 771 Studies and Internship I in Teaching Math- Early/Eleme ntary Education (3 hours)	Remains in program	Instructional approaches, materials and methods for primary and elementary classrooms.	
EDTE 733 Reading and Language Arts in Early Childhood and Elementary Education (6 hours)	Remains in program	Examination and implementation of the content, goals, and methods of teaching reading and the language arts. Emphasis on the teaching of reading, oral and written expression, and listening. K-6.	
EDEL 701 Culturally Sustaining	Remains in program	Theoretical and pedagogical approaches to Culturally Sustaining Pedagogy (CSP)-curriculum design tools and	

Pedagogy for the Elementary Classroom (3 hours)		instructional strategies that reflect the diversity of students' cultural and linguistic backgrounds in elementary classrooms.	
EDEL 743 Studies and Intern Teaching Social Studies-Elementary (3hours)	Remains in program	The study and practice of social studies education for elementary students focusing on appropriate content, goals and methods	
EDEL 744 Studies and Intern Teaching Science-Elementary (3hours)	Remains in program	The study and practice of science education for elementary students focusing on appropriate content, goals and methods.	

D. Administrative Oversight

Administrative oversight of the program occurs at multiple levels. All academic actions (i.e., recommendations for admission and approval of master's programs of study) must originate with the faculty program coordinator and then be approved by the College of Education Graduate Director. The Dean of the Graduate School provides final review and approval on all academic admission and progression actions. The Program Coordinator oversees student advisement and is the first point of contact person for student concerns and questions. Any student issue not resolved with the program coordinator will be referred to the Chair of the Department, then the College of Education Graduate Director and ultimately the Graduate School. The College of Education Student Affairs Committee, which is comprised of faculty from the College of Education, reviews petitions and grievances that cannot be resolved at the program/department level.

IV. FACULTY QUALIFICATIONS – (See Appendix D)

Impact on Faculty Workload

No additional faculty or reassignment of current faculty is needed to implement the program modification. The teaching load for the elementary program faculty is described in the table above. The elementary education faculty also teach students enrolled in the BA in Elementary Education and students completing the online degree program. For these reasons, a reduction in faculty due to the proposed changes to the MAT is not anticipated.

V. LIBRARY AND LEARNING RESOURCES

There is no need for new library/learning resources related to this proposal. The current library resources (See Appendix E) include all books and journals that are necessary to support the modified program. Library resources are available on line through the University of South Carolina library resources. Students go to the university library website at <http://library.sc.edu/p/Libraries>, and log in using their university systems information. Instructions on accessing the library are included on Blackboard class websites (particularly courses early in the program). The Library can help instructors serve distance students by putting course readings into Blackboard, and the e-Reserves service can provide links to library databases, including streaming video as well as journal articles. They can also scan articles from the Library's print collection into Blackboard. Further, the Library has a chat function that allows students and instructors to chat with a librarian in real time as needed. Off campus students can easily access relevant databases and have articles delivered electronically. Interlibrary loan service is available. The library will mail books to a home address outside of Richland and Lexington County in South Carolina. The list of primary learning resources available to students is provided.

VI. STUDENT SUPPORT SERVICES

Students admitted to the program will be required to attend an orientation delivered by the program coordinator. Students will be assigned an advisor from the department who will handle the completion of the program of study and ongoing advising each semester. Advising will take place face-to-face, via phone, email, or video conference and will be based on student preference. After advising, students will sign and return the advisement form to their advisor. An administrative assistant in the department will clear students to enroll in classes. Graduation checks will be handled by the Office of Student Services in the College of Education and must be approved by the College of Education Graduate Director and the Dean of the Graduate School.

Within the College of Education students have access to graduate student support staff who can provide information regarding processes and deadlines and assist in locating university level resources when needed. The graduate student support staff are available via phone, email, or video conferencing for students who cannot come to campus.

Academic Integrity

The Academic Integrity office promotes academic integrity, upholds the Honor Code, and supports the ideals set forth in the Carolinian Creed to foster a better living and learning environment in the University Community. Academic ethical behavior is essential for an institution dedicated to the promotion of knowledge and learning. The University of South Carolina is committed to fostering a university environment which exemplifies the values embodied in the Carolinian Creed. All members of the University Community have a responsibility to uphold and maintain the highest standards of integrity in study, research, instruction, and evaluation; as well as adhering to the Honor Code. An online tutorial is available to help students understand why academic integrity is important to our community and to navigate their obligations.

Academic Success Initiatives

Academic Success programs include course-specific support, assistance with study skills, and early intervention referrals. Course specific support includes supplemental instruction and tutoring, which provide high quality, peer guided, assistance to enhance learning and academic success. Supplemental instruction focuses on introductory courses that are critical to students' academic progression and is delivered by trained peer leaders in a group setting. Tutoring provides support for a wide range of courses and is delivered by trained peer leaders in 1:1, group, and online settings. Assistance with study skills is provided by success consultants who engage with individual students in one-on-one appointments to set goals, explore study and time management strategies, develop action plans, and make referrals to appropriate university resources. The early intervention referral program, Success Connect, facilitates outreach to students experiencing difficulties or challenges based on faculty referrals or student self-identification. Success consultants meet individually with referred students and assist them in accessing appropriate resources and support.

Campus Recreation

The mission of Campus Recreation is to provide the entire university with community, individual, economic and environmental benefits for the purpose of developing and reinforcing healthy lifestyles. Campus Recreation maintains over 400,000 square feet of indoor space in two facilities (the Solomon Blatt Physical Education Center and the Strom Thurmond Wellness and Fitness Center), eight multipurpose playing fields, three tennis courts and four sand volleyball courts. Facility amenities include: weight rooms, cardio-vascular training areas, basketball / volleyball courts, racquet sport courts, swimming pools, climbing wall, multipurpose rooms, and locker rooms. Programs offered include: intramural sports, sport clubs, group exercise classes, aquatics, adventure trips and clinics, and informal recreation.

Career Center

The Career Center provides comprehensive career related services and programs that are available to all students. Services include individual and small group career counseling, resume critiques, mock interviews, online job and internship postings with on-campus interview scheduling, and resources to research employers and identify contacts for networking. The Career Center coordinates experiential education opportunities such as job shadowing, internships, and cooperative education. Potential employers are brought to the community via multiple job fairs each year, and workshops on topics ranging

from career fair preparation to graduate school are provided. Career planning and related services are critical to student identity and purpose as well as life goal development.

Carolina Productions

Carolina Productions is a student-operated organization that provides entertaining, educational, traditional and diverse programs to students, faculty, staff and community members. These programs encompass the ideas, issues, and interests of the University of South Carolina community, as well as the Carolinian Creed and University mission. Carolina Productions also provides accessible opportunities for the social, cultural, intellectual, and leadership development of University of South Carolina students.

Community Service Programs

Community Service Programs promotes volunteer service as an integral part of the educational values of the University of South Carolina. Programs emphasize a deep commitment to learning through reflection. Community service and service learning allow students to interact directly with challenging environments while using skills and knowledge gained in the classroom. Through the integration of community service across the curriculum and co-curriculum, students become prepared for a lifetime of community leadership and responsible citizenry. Over 80 non-profit agencies in the Columbia area partner with the office to provide these experiences.

Counseling and Psychiatric Services

Counseling and Psychiatric Services provides psychological counseling, psychiatry, education, and consultation, to the University community, as well as clinical supervision for selected mental health graduates. Our multi-disciplinary team offers services that promote social, emotional, physical, and cognitive well-being for people facing developmental or unplanned challenges.

Diversity Education

The Office of Multicultural Student Affairs offers Diversity Education Initiatives for all students that include, but are not limited to, an annual Civil Rights Tour, Social Justice and Diversity Education presentations presented by trained student peer educators, the Diversity Dialogue Series, cultural and heritage month celebrations, and an annual Diversity Retreat and Diversity Week. The intention of these programs is to reach a large majority of students on campus by reaching out through multiple venues to emphasize the need for multicultural competence. Students are challenged to take a deeper look at their own cultural background, identify personal prejudices, and to adopt a larger and more inclusive worldview.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships supports the instructional and service missions of the University by removing financial barriers so that qualified students, both undergraduate and graduate, may attend the University. Financial aid staff provides assistance, education, and support for students and families in securing the funding they need to attend the University. They administer scholarships and financial aid programs in accordance with the mission of the University, and state and federal law. They also provide online tools to assist students with reviewing their aggregate borrowing history and

estimating loan repayment (housed within Self Service Carolina) as well as information for managing educational debt.

Healthy Carolina

The mission and purpose of the Healthy Carolina program is to create a campus environment that encourages and promotes the development and maintenance of a healthy body, mind, and spirit through the collaborative development, promotion and assessment of a wide-ranging array of wellness programs and services for all students, faculty and staff at the University. Healthy Carolina will guide the planning and implementation of programs, interventions and policies that support a healthy campus environment to live, learn, work, and play. Healthy behaviors and habits directly support and promote optimal learning and development.

Registrar

The Office of the Registrar supports students by providing the following services: maintenance of the master schedule of classes and classroom assignments; maintenance of the online registration system; collection of and recording of official grades; coordination of the commencement exercises; and transcript issuance and stewardship of student records. These services are critical for facilitating an effective learning environment and providing official records of student progress and achievement. The Office of the Registrar also is also the functional owner of Self-Service Carolina, the portal for the University's student information system, Banner; DegreeWorks, a degree audit tool; and College Scheduler, a course planning and scheduling tool.

Religious and Spiritual Development

A variety of opportunities for religious worship, study, and recreational and social activities are available to students. Ordained chaplains, other University-recognized religious workers, and student leaders from many denominations, faiths, and registered religious organizations serve students on campus and in religious centers located near campus. Registered religious workers are available as pastors, mentors, and counselors and for sacramental and ceremonial occasions.

Russell House University Union

The Russell House University Union is an indispensable campus resource where students, faculty, and staff meet, eat, and gather as part of their daily activities. The Russell House University Union promotes student learning and development by providing services and resources pertinent to the daily needs of the student body and through sponsorship of programs and activities designed to educate and entertain members of the university community. Open 7 days a week, the Russell House contains a variety of student-centered organizations and activities: The Leadership and Service Center; restaurants and eateries; the Barnes and Noble-managed University Bookstore; student postal services; meeting spaces and offices; and the Department of Student Life.

Student Government

Student Government consists of both policymaking and programming constituents. From academic affairs to student services, the Student Government is committed to submitting policies that represent the voice of the students to the University administration, local government and state government. Members of the

Student Government also work to improve campus life through a variety of programming initiatives that protect student interests, and support student groups.

Student Organizations

Students on Carolina's campus have created over 300 groups with mutual interests in academic, social, or active pursuits. Full-time faculty or administrative staff members serve as advisors to each group. Participation in student organizations helps foster leadership skills, team building, networking, and overall development.

Substance Abuse Prevention and Education

The Substance Abuse Prevention and Education Office serves to educate students so that they can make informed decisions regarding substance-related behaviors and other student-wellness issues. Through collaboration with other service areas and departments on campus, SAPE provides programs, services, and resources that encourage Carolina students to recognize their decisions impact not only themselves, but also the greater University and City of Columbia communities. The SAPE Office advises a Peer Education Team and administers programs such as AlcoholEdu and Students Taking Initiative and Responsibility (STIR). SAPE also provides Carolina students with a Gamecock tailgate party before each home football game; and is called upon to provide presentations and information to various entities on campus to support responsible decision-making in the student development process.

VII. PHYSICAL RESOURCES

Current physical facilities will be adequate for supporting the program and adequate office space is available for faculty/graduate assistants.

VIII. FINANCIAL SUPPORT – (See Appendix F)

Budget Justification

There are no new costs associated with the program modification. The sources of financing represent tuition from enrolled students and a program fee paid by all students in the College of Education that is assessed only during fall and spring semesters. The first group of students to complete the modified program will begin in a summer semester, thus there is no revenue from the program fee during the first year of implementation. This projection is based on the anticipated enrollment described later in this proposal.

Projected Enrollment

The estimated enrollment is calculated based on the number of individuals who contacted the department annually to express interest in the Elementary Education MAT program over the past five (5) years but indicated they would not enroll given the high number of credit hours required. It is estimated that the number of individuals contacting the department about the degree would remain stable, or increase, over the next few years. It is also estimated that moving forward approximately 50% of the individuals who would have declined to enroll in our program due to the high number of hours would now choose to enroll if the total number of credit hours was reduced.

Therefore, it is anticipated that 15 new students will be enrolling in the program each year beginning each summer. As with any program, we anticipate there will be some attrition of students who begin but do not complete the degree. The attrition is accounted for by assuming one (1) student does not continue after the summer semester. The program will take 3 semesters to complete with students graduating following the spring semester. Consequently, the enrollment numbers do not build upon each other, but begin with a new cohort of students each summer.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020					15	15
2021	0	14	0	14	15	15
2022	0	14	0	14	15	15
2023	0	14	0	14	15	15

IX. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE - (See Appendix G)

The MAT in Elementary Education is already accredited through the Association for Childhood Education International (ACEI). Also, the Professional Education Unit at UofSC Columbia is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The program assessment plan is designed to align with University Policies ACAF 3.00 Assessment of Student Learning. Assessment data related to the MAT in Elementary Education degree program are stored in the College of Education Chalk and Wire assessment management system. Program faculty and the Office of Assessment and Accreditation collaborate to maintain the information in the system. Each semester instructors or other appropriate personnel submit key assessment data from targeted courses. The Office Assessment and Accreditation compiles the data and provides it to the Elementary Education Program Coordinator. In addition, faculty members receive annual reports that summarize data from surveys administered to interns, coaching teachers, and supervisors. Survey data from graduates are also gathered, compiled, and shared with program faculty.

The Elementary Education Program faculty reviews and analyzes key assessment data each semester, and the collective set of data annually. Further analysis takes place every three years during internal program assessment activities through our Quality Assurance Committee (QCom), which is responsible for managing, monitoring, and reviewing assessment data for each program, office, and committee in the Professional Education Unit (PEU). Additional reviews take place during accreditation reporting and site visits. The questions guiding analysis of data are:

- To what extent do candidates demonstrate the elements of the PEU Conceptual Framework and meet the standards of the ACEI at admission, midpoint, and program completion?
- What do our candidates clearly do well and in what areas do they need more assistance?
- What changes can be made in the program to assist candidates to be as prepared as possible as elementary education teachers?

Program Assessment Plans, Data Summary Sheets, and Program Change Forms are

- Submitted every semester to the USC Office of Institutional Research, Assessment, and Analytics via the COE Office of Assessment and Accreditation
- Reviewed by QCom in the rotation review cycle (at least once every three years or more frequently, as needed, to meet assessment standards)
- Used to develop program reports for the Specialized Professional Associations (e.g., ACEI, NCTM) once every seven years
- Included in the CAEP review (once every seven years)

The proposed modification does not affect the accreditation with the Association for Childhood Education International (ACEI). The Elementary MAT Program adheres to expectations set forth by ACEI which establishes what teacher candidates should know and be able to do. The modified program maintains all of the courses associated with ACEI standards. Additionally, the modified program maintains all evaluation tools used to assess the standards. The content of specific courses, key assessments, and internships that were designed with the primary goals of enabling our teacher candidates to make practical applications of the ACEI Standards will remain part of the program. The table below based on 2018 ACEI Standards offers evidence of the assessments used and when those assessments are administered.

ACEI Standards	Assessment Used to Address Standard	When Assessment is Administered
<p>ACEI Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.</p>	<ol style="list-style-type: none"> 1. Unit Work Sample (Kidwatching Project) 2. Curriculum Innovation Project 3. Critical School Memoir 4. History Heritage and Equity Project 	<p>EDTE 733 Fall EDEL 790 Spr EDEL 701 Sum</p>

<p>ACEI Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching</p> <p>Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.</p>	<p>Kidwatching Assessment Case Study SC 4.0 Rubric (ADEPT)</p>	<p>EDTE 771 Fall EDTE 733 Fall EDEL 743 Fall EDEL 744 Fall EDEL 790 Spr</p>
<p>Standard 3: Assessing, Planning, and Designing Contexts for Learning</p> <p>Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.</p>	<p>SC 4.0 Rubric (ADEPT) for internships I and II</p>	<p>EDTE 733 Fall EDEL 790 Spr</p>
<p>Standard 4: Supporting Each Child's Learning Using Effective Instruction</p> <p>Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.</p>	<p>SC 4.0 Rubric (ADEPT) for internships I and II</p>	<p>EDTE 733 Fall EDEL 790 Spr</p>

<p>Standard 5: Developing as a Professional Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.</p>	<p>SC 4.0 Rubric (ADEPT) for internships I and II</p>	<p>EDTE 733 Fall EDEL 790 Spr</p>
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The MAT in Elementary Education is already a SC approved program for initial certification in Elementary Education. The program will continue to meet all SC initial teacher preparation program requirements, including requirements for field and clinical experiences. EDEL 790 serves as the full-time clinical experience and includes a minimum of 60 full school days of experience as required. The program will continue to exceed the State’s required 75 hours of field experience prior to clinical practice. EDEL 743, EDEL 744, EDEL 771, and EDTE 733 make up this pre-clinical practice experience during which students complete an immersion of approximately 96 hours. The program will also continue to meet SC Read to Succeed pre-service requirements through the completion of EDRD 600, EDTE 733, and EDEL 701.

REFERENCES

American Association of Colleges for Teacher Preparation (2018), A Pivot Towards Clinical Practice, Its Lexicon, and the renewal of Educator Preparation, retrieved February 17, 2019 from, <https://aacte.org/resources/clinical-practice-commission>

Council for the Accreditation of Teacher Preparation 2018 K-6 Elementary Teacher Preparation Standards, retrieved February 17, 2019 from, <http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en>

Appendix A

Appendix A. List of Degrees and Majors USC Columbia is Authorized to Grant

Degree	Major	Concentrations
A.A.	Liberal Arts and Sciences	
A.M.B.A.	Business Administration	
A.S.	Liberal Arts and Sciences	
AA	Associate in Arts	
AS	Associate in Science	
B.A.	African American Studies	
B.A.	Anthropology	
B.A.	Art History	
B.A.	Art Studio	
B.A.	Chinese Studies	
B.A.	Classics	Classical Studies
B.A.	Classics	Greek
B.A.	Classics	Latin
B.A.	Classics	Latin PK-12 Teacher Certification
B.A.	Comparative Literature	
B.A.	Criminology and Criminal Justice	
B.A.	Dance	Dance Education (K-12)
B.A.	Dance	Performance/Choreography
B.A.	Early Childhood Education	
B.A.	Economics	
B.A.	Elementary Education	
B.A.	English	General
B.A.	English	Writing
B.A.	Environmental Studies	
B.A.	Experimental Psychology	
B.A.	Film and Media Studies	
B.A.	French	[major with no concentration]
B.A.	French	PK-12 Teacher Certification
B.A.	Geography	

B.A.	German	[major with no concentration]
B.A.	German	PK-12 Teacher Certification
B.A.	Global Studies	
B.A.	Global Studies	Leadership in the Global Economy
B.A.	History	
B.A.	International Studies	
B.A.	International Studies	Global Business Innovation
B.A.	Liberal Studies (Regional Campuses)	
B.A.	Media Arts	
B.A.	Middle Level Education	Mathematics/English
B.A.	Middle Level Education	Mathematics/Social Studies
B.A.	Middle Level Education	Science/English
B.A.	Middle Level Education	Science/Social Studies
B.A.	Middle Level Education	Social Studies/ English
B.A.	Music	
B.A.	Organizational Leadership (Regional Campuses)	
B.A.	Philosophy	
B.A.	Political Science	
B.A.	Public Health	
B.A.	Religious Studies	
B.A.	Russian	
B.A.	Sociology	
B.A.	Spanish	[major with no concentration]
B.A.	Spanish	PK-12 Teacher Certification
B.A.	Theatre	
B.A.	Women's and Gender Studies	
B.A.I.S. (A&S)	Interdisciplinary Studies	
B.A.I.S. (HRSM)	Interdisciplinary Studies	
B.A.J.M.C.	Advertising	
B.A.J.M.C.	Broadcast Journalism	
B.A.J.M.C.	Journalism	
B.A.J.M.C.	Mass Communications	
B.A.J.M.C.	Public Relations	
B.A.J.M.C.	Visual Communications	

B.F.A.	Art Education	
B.F.A.	Art Studio	Sculpture (3D Studies)
B.F.A.	Art Studio	Ceramics
B.F.A.	Art Studio	Graphic Design
B.F.A.	Art Studio	Drawing
B.F.A.	Art Studio	Painting
B.F.A.	Art Studio	Photography
B.F.A.	Art Studio	Printmaking
B.M.	Music	Composition
B.M.	Music	Jazz Studies
B.M.	Music	Music Education - Choral
B.M.	Music	Music Education - Instrumental
B.M.	Music	Performance
B.M.	Music	Theory
B.M.	Music	Music Technology
B.M.	Music	Music Entrepreneurship
B.M.	Music	Chamber Music
B.S.	Biochemistry and Molecular Biology	
B.S.	Biological Sciences	
B.S.	Biomedical Engineering	
B.S.	Cardiovascular Technology	
B.S.	Chemistry	
B.S.	Computer Information Systems	
B.S.	Economics	
B.S.	Environmental Science	
B.S.	Exercise Science	[major with no concentration]
B.S.	Experimental Psychology	
B.S.	Geography	Human/Economic Geography
B.S.	Geography	[major with no concentration]
B.S.	Geography	General
B.S.	Geography	Geographic Information Science
B.S.	Geography	Physical/Environmental Geography
B.S.	Geological Sciences	General Geology
B.S.	Geological Sciences	Intensive Geology Major

B.S.	Geological Sciences	Intensive Geology Major in Marine Geology
B.S.	Geological Sciences	Intensive Geology Major in Environmental Geosciences
B.S.	Geophysics	
B.S.	Hospitality Management	[major with no concentration]
B.S.	Hospitality Management	Club Management
B.S.	Information Science	
B.S.	Integrated Information Technology	
B.S.	Marine Science	[major with no concentration]
B.S.	Marine Science	Biological Oceanography
B.S.	Marine Science	Chemical Oceanography
B.S.	Marine Science	Coastal Resource Management/Marine Affairs
B.S.	Marine Science	Geological Oceanography
B.S.	Marine Science	Physical Oceanography
B.S.	Mathematics	
B.S.	Middle Level Education	Mathematics/ English
B.S.	Middle Level Education	Mathematics/Science
B.S.	Middle Level Education	Mathematics/Social Studies
B.S.	Middle Level Education	Science/ English
B.S.	Middle Level Education	Science/ Social Studies
B.S.	Pharmaceutical Sciences	
B.S.	Physics	[major with no concentration]
B.S.	Physics	Engineering Physics
B.S.	Public Health	
B.S.	Retailing	Fashion Merchandising
B.S.	Retailing	Retail Management
B.S.	Sociology	
B.S.	Sport and Entertainment Management	
B.S.	Sport and Entertainment Management	Sport Management
B.S.	Sport and Entertainment Management	Entertainment Management
B.S.	Sport and Entertainment Management	Venue and Event Management
B.S.	Statistics	[major with no concentration]
B.S.	Statistics	Actuarial Mathematics & Statistics
B.S.	Tourism Management	
B.S.B.A.	Accounting	

B.S.B.A.	Accounting	Business Data Analytics
B.S.B.A.	Business Economics	
B.S.B.A.	Business Economics	Business Data Analytics
B.S.B.A.	Finance	[major with no concentration]
B.S.B.A.	Finance	Business Data Analytics
B.S.B.A.	International Business	[major with no concentration] [Classic IB Major]
B.S.B.A.	International Business	Chinese Business [IBCE Track]
B.S.B.A.	International Business	European Business [CIFA Track]
B.S.B.A.	International Business	Middle East and North Africa Business [MENA Track]
B.S.B.A.	International Business	Eurasian Track
B.S.B.A.	International Business	South American Business [IBA Track]
B.S.B.A.	International Business	Global Business
B.S.B.A.	International Business	Global Business Innovation
B.S.B.A.	Management	[major with no concentration]
B.S.B.A.	Management	Management of Human Resources
B.S.B.A.	Management	Entrepreneurship
B.S.B.A.	Management	Business Data Analytics
B.S.B.A.	Marketing	
B.S.B.A.	Marketing	Business Data Analytics
B.S.B.A.	Operations and Supply Chain	Operations and Supply Chain
B.S.B.A.	Operations and Supply Chain	Business Data Analytics
B.S.B.A.	Real Estate	
B.S.B.A.	Real Estate	Business Data Analytics
B.S.B.A.	Risk Management and Insurance	
B.S.B.A.	Risk Management and Insurance	Business Data Analytics
B.S.C.	Chemistry	
B.S.C.S.	Computer Science	
B.S.E.	Aerospace Engineering	
B.S.E.	Chemical Engineering	[major with no concentration]
B.S.E.	Chemical Engineering	Biomolecular Engineering
B.S.E.	Chemical Engineering	Energy
B.S.E.	Chemical Engineering	Interdisciplinary Engineering
B.S.E.	Chemical Engineering	Materials
B.S.E.	Civil Engineering	[major with no concentration]

B.S.E.	Civil Engineering	Environmental Engineering
B.S.E.	Civil Engineering	Geotechnical Engineering
B.S.E.	Civil Engineering	Structural Engineering
B.S.E.	Civil Engineering	Water Resources
B.S.E.	Computer Engineering	
B.S.E.	Electrical Engineering	
B.S.E.	Mechanical Engineering	
B.S.I.S. (A&S)	Interdisciplinary Studies	
B.S.N.	Nursing-Generic	
B.S.N.	Nursing-Generic	Accelerated Track
B.S.P.E.	Physical Education	Teacher Certification
B.S.W.	Social Work	
BA/BS-BSE	Arts or Science discipline - Engineering	
BA/BS-BSE	Arts or Science discipline - Engineering	
BarSc.	Interdisciplinary Studies	
BS/BS	Electrical Engineering Tech and Electrical Engineering	
BS/BS	Tourism or Hospitality	
BS/BSE	Chemistry and chemical engineering	
BS-BSE	Applied mathematics - Engineering	
BS-BSE	Physics - Engineering	
BS-MPH	Biology - Public Health (4 +1 Agreement)	
D.M.A.	Conducting	
D.M.A.	Music Composition	
D.M.A.	Music Performance	
D.M.A.	Piano Pedagogy	
D.N.P.	Nursing Practice	[major with no concentration]
D.N.P.	Nursing Practice	Adult Gerontology Acute Care Nurse Practitioner
D.N.P.	Nursing Practice	Family Nurse Practitioner
D.N.P.	Nursing Practice	Nurse Executive Leadership
D.N.P.	Nursing Practice	Psychiatric/Mental Health Nurse Practitioner-Family
D.P.T.	Physical Therapy	
E.I.M.B.A.	Executive International Master of Business Administration	
Ed.S.	Counselor Education	[major with no concentration]
Ed.S.	Counselor Education	Marriage and Family Counseling/Therapy

Ed.S.	Counselor Education	School Counseling
Ed.S.	Counselor Education	Clinical Mental Health
Ed.S.	Education Administration	
HM/PHD SLHM	Hospitality Management/Doctor of Philosophy, SLHM	
I.M.A.	Art Education	
I.M.B.A.	International Business	[major with no concentration]
I.M.B.A.	International Business	Languages track
I.M.B.A.	International Business	Global track
I.M.B.A.	International Business	European track
IMBA-JD	International Business - Law	
J.D.	Law	
J.D.	Law	Children's Law
JD-AMBA	Juris Doctor - Accelerated Master of Business Administration	
JD-MELP	Law - Environmental Law and Policy	
M.A.	Counseling and Rehabilitation	
M.A.	Anthropology	
M.A.	Anthropology	Archaeology
M.A.	Anthropology	Cultural and Linguistic Anthropology
M.A.	Anthropology	Physical/Biocultural Anthropology
M.A.	Art Education	
M.A.	Art History	
M.A.	Art Studio	[major with no concentration]
M.A.	Art Studio	Sculpture (3D Studies)
M.A.	Art Studio	Ceramics
M.A.	Art Studio	Drawing
M.A.	Art Studio	Painting
M.A.	Art Studio	Photography
M.A.	Art Studio	Printmaking
M.A.	Comparative Literature	
M.A.	Counseling and Rehabilitation	Clinical Rehabilitation Counseling
M.A.	Criminology and Criminal Justice	
M.A.	Economics	
M.A.	Economics	Non-Thesis Option
M.A.	Economics	Financial Economics

M.A.	English	Composition and Rhetoric
M.A.	English	Speech Communication
M.A.	Experimental Psychology	
M.A.	French	[major with no concentration]
M.A.	French	Language Instruction
M.A.	Geography	
M.A.	German	
M.A.	History	Ancient World
M.A.	History	Early Modern Europe
M.A.	History	East Asia
M.A.	History	History of Culture, Identity, and Economic Development
M.A.	History	History of Science, Technology and Environment
M.A.	History	Latin America
M.A.	History	Medieval World
M.A.	History	North Africa and the Middle East
M.A.	History	Modern Europe
M.A.	History	Sub-Saharan Africa
M.A.	History	U.S. since 1789
M.A.	History	U.S. to 1877
M.A.	International Studies	[major with no concentration]
M.A.	Journalism and Mass Communication	
M.A.	Linguistics	Linguistic Anthropology
M.A.	Linguistics	English/French/German/Spanish
M.A.	Linguistics	Historical Linguistics
M.A.	Linguistics	Philosophy of Language
M.A.	Linguistics	Phonological Theory
M.A.	Linguistics	Psycholinguistics
M.A.	Linguistics	Second/Foreign Language Acquisition
M.A.	Linguistics	Sociolinguistics
M.A.	Linguistics	Syntactic Theory
M.A.	Linguistics	Teaching English as a Second/Foreign Language
M.A.	Mathematics	
M.A.	Media Arts	
M.A.	Philosophy	

M.A.	Political Science	
M.A.	Psychology	
M.A.	Public History	Museums
M.A.	Public History	Historic Preservation
M.A.	School Psychology	
M.A.	Sociology	
M.A.	Spanish	
M.A.	Theatre	
M.A.C.C.	Accountancy	[major with no concentration]
M.A.C.C.	Accountancy	Business Measurement & Assurance
M.A.C.C.	Accountancy	Taxation
M.A.S.	Applied Statistics	
M.A.T.	Art Education (Teacher Ed)	
M.A.T.	Elementary Education	
M.A.T.	English (Teacher Ed)	
M.A.T.	Foreign Languages (Teacher Ed)	French
M.A.T.	Foreign Languages (Teacher Ed)	German
M.A.T.	Foreign Languages (Teacher Ed)	Spanish
M.A.T.	Mathematics (Teacher Ed)	
M.A.T.	Music Education	
M.A.T.	Music Education	Choral
M.A.T.	Music Education	Instrumental-Orchestra
M.A.T.	Music Education	Instrumental-Band
M.A.T.	Physical Education (Teacher Ed)	
M.A.T.	Sciences (Teacher Ed)	Biology
M.A.T.	Sciences (Teacher Ed)	Natural Sciences
M.A.T.	Sciences (Teacher Ed)	Chemistry
M.A.T.	Sciences (Teacher Ed)	Earth Sciences
M.A.T.	Sciences (Teacher Ed)	Physics
M.A.T.	Social Studies (Teacher Ed)	
M.A.T.	Special Education	Learning Disabilities
M.A.T.	Special Education	Severe and Multiple Disabilities
M.A.T.	Special Education	Mental Retardation
M.A.T.	Special Education	Emotional and Behavioral Disorders

M.A.T.	Theatre (Teacher Ed)	
M.C.D.	Speech-Language Pathology	
M.D.	Medicine	
M.E.	Aerospace Engineering	
M.E.	Biomedical Engineering	
M.E.	Chemical Engineering	
M.E.	Civil Engineering	[major with no concentration]
M.E.	Civil Engineering	Environmental Engineering
M.E.	Civil Engineering	Geotechnical Engineering
M.E.	Civil Engineering	Structural Engineering
M.E.	Civil Engineering	Water Resources
M.E.	Civil Engineering	Transportation Engineering
M.E.	Electrical Engineering	[major with no concentration]
M.E.	Mechanical Engineering	
M.E.	Nuclear Engineering	
M.E.E.R.M.	Earth and Environmental Resource Management	
M.Ed	Educational Technology	
M.Ed	Educational Technology (Joint w/ USC Aiken	
M.Ed.	Early Childhood Education	
M.Ed.	Educational Psychology and Research	
M.Ed.	Higher Education and Student Affairs	[major with no concentration]
M.Ed.	Higher Education and Student Affairs	Higher Education Administration
M.Ed.	Higher Education and Student Affairs	Student Affairs Administration
M.Ed.	Language and Literacy	
M.Ed.	Special Education	Early Childhood Special Education
M.Ed.	Special Education	Emotional & Behavioral Disorders
M.Ed.	Special Education	Learning Disabilities
M.Ed.	Special Education	Mental Retardation
M.Ed.	Special Education	Severe & Multiple Disabilities
M.Ed.	Applied Behavior Analysis	
M.F.A.	Art Studio	Printmaking
M.F.A.	Art Studio	Sculpture (3D Studies)
M.F.A.	Art Studio	Ceramics
M.F.A.	Art Studio	Drawing

M.F.A.	Art Studio	Painting
M.F.A.	Art Studio	Photography
M.F.A.	Creative Writing	Creative Nonfiction
M.F.A.	Creative Writing	Poetry
M.F.A.	Creative Writing	Fiction
M.F.A.	Theatre	Acting
M.F.A.	Theatre	Costume Design
M.F.A.	Theatre	Directing
M.F.A.	Theatre	Lighting Design
M.F.A.	Theatre	Scene Design
M.F.A.	Theatre	Theatre Management
M.H.A.	Health Services Policy and Management	
M.H.R.	Human Resources	[major with no concentration]
M.H.R.	Human Resources	Professional Track
M.I.B.	International Business	
M.I.H.T.M.	International Hospitality and Tourism Management	Academic-thesis
M.I.H.T.M.	International Hospitality and Tourism Management	Professional-non thesis
M.L.I.S.	Library and Information Science	[major with no concentration]
M.L.I.S.	Library and Information Science	School Library/Media Specialist
M.M.	Music	Community Engagement
M.M.	Music	Conducting
M.M.	Music	Jazz Studies
M.M.	Music	Composition
M.M.	Music	Music History
M.M.	Music	Opera Theatre
M.M.	Music	Piano Pedagogy
M.M.	Music	Violin Pedagogy
M.M.	Music	Music Theory
M.M.C.	(Journalism and) Mass Communications	Strategic Communication Management
M.M.C.	(Journalism and) Mass Communications	Multimedia Journalism
M.M.C.	(Journalism and) Mass Communications	
M.M.Ed.	Music Education	
M.Math.	Mathematics	
M.N.A.	Nurse Anesthesia	

M.P.A.	Public Administration	[major with no concentration]
M.P.A.	Public Administration	Emergency Management and Planning
M.P.H.	Biostatistics	
M.P.H.	Environmental Health Sciences	
M.P.H.	Epidemiology	
M.P.H.	General Public Health	
M.P.H.	Health Services Policy and Management	Epidemiology
M.P.H.	Health Services Policy and Management	Health Administration
M.P.H.	Health Services Policy and Management	Health Promotion and Education
M.P.H.	Health Services Policy and Management	Public Health
M.P.H.	Physical Activity and Public Health	Surveillance
M.P.H.	Physical Activity and Public Health	Programmatic
M.R.	Retailing	
M.S.	Civil Engineering	[major with no concentration]
M.S.	Civil Engineering	Environmental Engineering
M.S.	Civil Engineering	Geotechnical Engineering
M.S.	Civil Engineering	Structural Engineering
M.S.	Civil Engineering	Water Resources
M.S.	Civil Engineering	Transportation Engineering
M.S.	Adapted Physical Education	-
M.S.	Advanced Athletic Training	
M.S.	Aerospace Engineering	
M.S.	Athletic Training	
M.S.	Biological Sciences	[major with no concentration]
M.S.	Biological Sciences	Ecology
M.S.	Biological Sciences	Evolution
M.S.	Biological Sciences	Molecular, Cellular, and Developmental Biology
M.S.	Biological Sciences	Physiology
M.S.	Biological Sciences	Plant Sciences
M.S.	Biomedical Engineering	
M.S.	Biomedical Sciences	[major with no concentration]
M.S.	Biomedical Sciences	Applied Biotechnology
M.S.	Business Administration	[major with no concentration]
M.S.	Business Administration	Economics

M.S.	Business Administration	Finance
M.S.	Business Administration	International Business
M.S.	Business Administration	Management
M.S.	Business Administration	Marketing
M.S.	Business Administration	Production/Operations Management
M.S.	Business Administration	Management Information Systems
M.S.	Business Administration	Probability & Statistics
M.S.	Chemical Engineering	
M.S.	Chemistry	[major with no concentration]
M.S.	Chemistry	Analytical
M.S.	Chemistry	Biological
M.S.	Chemistry	Inorganic
M.S.	Chemistry	Organic
M.S.	Chemistry	Physical
M.S.	Computer Engineering	
M.S.	Computer Science	
M.S.	Electrical Engineering	
M.S.	Engineering Management	International Engineering Management
M.S.	Environmental Health Sciences	
M.S.	Exercise Science	[major with no concentration]
M.S.	Genetic Counseling	
M.S.	Geography	
M.S.	Geological Sciences	
M.S.	Information Security	[major with no concentration]
M.S.	Marine Science	[major with no concentration]
M.S.	Marine Science	Biological Oceanography
M.S.	Marine Science	Chemical Oceanography
M.S.	Marine Science	Geological Oceanography
M.S.	Marine Science	Physical Oceanography
M.S.	Mathematics	
M.S.	Mechanical Engineering	
M.S.	Nuclear Engineering	
M.S.	Pharmaceutical Sciences	[major with no concentration]
M.S.	Pharmaceutical Sciences	Medicinal Chemistry - Biomedical/Synthetic

M.S.	Pharmaceutical Sciences	Pharmacy Administration
M.S.	Pharmaceutical Sciences	Pharmaceutics
M.S.	Pharmaceutical Sciences	Pharmacology
M.S.	Physician Assistant Studies	
M.S.	Physics	
M.S.	Software Engineering	
M.S.	Statistics	
M.S.	Technology Innovation and Entrepreneurial Engineering	
M.S.E.M.	Sport and Entertainment Management	
M.S.N.	Adult Gerontology Acute Care Nurse Practitioner	
M.S.N.	Clinical Nursing	Gerontological Nursing
M.S.N.	Clinical Nursing	Women's Health Nursing
M.S.N.	Family Nurse Practitioner	
M.S.N.	Health Nursing	[major with no concentration]
M.S.N.	Health Nursing	Community/Public Health
M.S.N.	Nursing Informatics	
M.S.N.	Psychiatric mental Health Nurse Practitioner	
M.S.P.	Speech Pathology	
M.S.P.H.	Biostatistics	
M.S.P.H.	Epidemiology	
M.S.W.	Social Work	
M.T.	Secondary Education	Social Studies
M.T.	Secondary Education	English
M.T.	Secondary Education	Mathematics
M.T.	Secondary Education	Science
MACC-JD	Accountancy - Law	
MA-JD	Criminology & Criminal Justice - Law	
MA-JD	Economics - Law	
MA-MLIS	English - Library & Information Science	
MA-MLIS	Public History - Library & Information Science	
MEERM-JD	Earth & Environmental Resource Management - Law	
MHA-JD	Health Services Policy & Management - Law	
MHR-JD	Human Resources - Law	

MiB/MiB	Master of Science in Economics and Business Administration in Management and International Buinesss, and Master of International Business from USC	
MIB/SMiB	International business and strategy and management in int'l business	
MIB-MIM	International Business - Management	
MIB-MMM	International Business - Management	
MIHTM/MSLHM	International Hospitality and Tourism Management/Sport, Leisure and Hospitality Management, with a focus in Hospitality Management	
MMC-JD	Mass Communications - Law	
MPA-JD	Public Administration - Law	
MPA-MSW	Public Administration - Social Work	
MPH-MD	General Public Health - Medicine	
MPH-MD	General Public Health - Medicine	
MPH-MPA	Public Health -Public Administration	
MS-MA	Business Administration - English	
MSN-MPH	Nursing - Health Services Policy & Management	
MSW-JD	Social Work - Law	
MSW-MPH	Social Work - Health Promotion, Education & Behavior	
MSW-MPH	Social Work - Health Services Policy & Management	
P.M.B.A.	Business Administration	[major with no concentration]
P.M.B.A.	Business Administration	Innovation and Entrepreneurship
P.M.B.A.	Business Administration	Marketing
P.M.B.A.	Business Administration	Finance
P.M.B.A.	Business Administration	International Business
P.M.B.A.	Business Administration	Human Resources Management
PBCert	Historical Archaeology and Cultural Resource Management	
PBcert	Law	Children's Law
PBCert (CGS)	Counselor Education	[major with no concentration]
Pbcert (CGS)	Drug and Addiction Studies	[major with no concentration]
Pbcert (CGS)	Drug and Addiction Studies	Education
Pbcert (CGS)	Drug and Addiction Studies	Prevention
Pbcert (CGS)	Drug and Addiction Studies	Research
Pbcert (CGS)	Drug and Addiction Studies	Treatment

PBCert (CGS)	Gerontology	
Pbcert (CGS)	Global Health	
PBCert (CGS)	Higher Education Leadership	[major with no concentration]
PBcert (CGS)	Library and Information Science	[major with no concentration]
PBcert (CGS)	Library and Information Science	Children's and Young Adult Literature
PBcert (CGS)	Library and Information Science	School Library Media
PBcert (CGS)	Museum Management	
PBcert (CGS)	Psychiatric Rehabilitation	
PBcert (CGS)	Public Health	
PBCert (CGS)	Social and Behavioral Health with Military Members, Veterans, and Military Families	
PBCert (CGS)	Teaching English to Speakers of Other Languages	Teaching English to Speakers of Other Languages (K-12)
PBCert (CGS)	Teaching English to Speakers of Other Languages	English as a Foreign Language
PBCert (CGS)	Women's and Gender Studies	
PBcert (CGS) (collaborative betw Schools: Library/Info Science, Public Health, Mass Comm)	Health Communication	
PBcert (Non-GE)	Business Analytics	
PBcert (Non-GE)	Cost Management	
PBcert (Non-GE)	Enterprise Resource Planning Systems	
PBcert (Non-GE)	Global Strategies	
PBcert (Non-GE)	Human Resources	
PBcert (Non-GE)	International Finance	
Pbcert(CGS)	Global Health	
PBCert(Non-GE)	Applied Statistics	
PBcert(Non-GE)	Biomedical Studies	
PBcert(Non-GE)	Cyber Security Studies	
PBcert(Non-GE)	Railway Engineering	
Ph.D.	Anthropology	
Ph.D.	Biological Sciences	[major with no concentration]
Ph.D.	Biological Sciences	Ecology
Ph.D.	Biological Sciences	Evolution
Ph.D.	Biological Sciences	Molecular, Cellular, and Developmental Biology
Ph.D.	Biological Sciences	Physiology

Ph.D.	Biological Sciences	Plant Sciences
Ph.D.	Biomedical Engineering	
Ph.D.	Biomedical Sciences	
Ph.D.	Biomedical Sciences	Neuroscience
Ph.D.	Biostatistics	
Ph.D.	Business Administration	[major with no concentration]
Ph.D.	Business Administration	Accounting
Ph.D.	Business Administration	Business Policy/Strategy
Ph.D.	Business Administration	Finance
Ph.D.	Business Administration	International Business
Ph.D.	Business Administration	International Finance
Ph.D.	Business Administration	Management Information Systems
Ph.D.	Business Administration	Marketing
Ph.D.	Business Administration	Operations Research
Ph.D.	Business Administration	Organizational Behavior/HR
Ph.D.	Business Administration	Probability & Statistics
Ph.D.	Business Administration	Production/Operations Mgmt
Ph.D.	Chemical Engineering	
Ph.D.	Chemistry	[major with no concentration]
Ph.D.	Chemistry	Analytical
Ph.D.	Chemistry	Biological
Ph.D.	Chemistry	Inorganic
Ph.D.	Chemistry	Organic
Ph.D.	Chemistry	Physical
Ph.D.	Civil Engineering	Environmental Engineering
Ph.D.	Civil Engineering	Geotechnical Engineering
Ph.D.	Civil Engineering	Structural Engineering
Ph.D.	Civil Engineering	Water Resources
Ph.D.	Civil Engineering	Transportation Engineering
Ph.D.	Clinical-Community Psychology	[major with no concentration]
Ph.D.	Clinical-Community Psychology	Quantitative Methods in Psychology
Ph.D.	Communication Sciences and Disorders	
Ph.D.	Comparative Literature	
Ph.D.	Computer Engineering	

Ph.D.	Computer Science	
Ph.D.	Counselor Education	
Ph.D.	Criminology and Criminal Justice	
Ph.D.	Economics	
Ph.D.	Education Administration	[major with no concentration]
Ph.D.	Education Administration	CD-12 Education Administration
Ph.D.	Education Administration	Higher Education Administration
Ph.D.	Educational Psychology and Research	Educational Psychology
Ph.D.	Educational Psychology and Research	Educational Research
Ph.D.	Electrical Engineering	[major with no concentration]
Ph.D.	English	Composition and Rhetoric
Ph.D.	English	English and American Literature
Ph.D.	Environmental Health Sciences	
Ph.D.	Epidemiology	
Ph.D.	Exercise Science	Applied Physiology
Ph.D.	Exercise Science	Health Aspects of Physical Activity
Ph.D.	Exercise Science	Rehabilitation Sciences
Ph.D.	Experimental Psychology	[major with no concentration]
Ph.D.	Experimental Psychology	Quantitative Methods in Psychology
Ph.D.	Experimental Psychology	Quantitative Psychology
Ph.D.	Foundations of Education	[major with no concentration]
Ph.D.	Foundations of Education	Historical, Philosophical, Social Issues
Ph.D.	Geography	
Ph.D.	Geological Sciences	
Ph.D.	Health Promotion, Education, and Behavior	
Ph.D.	Health Services Policy and Management	
Ph.D.	History	
Ph.D.	History	Early Modern Europe
Ph.D.	History	History of Culture, Identity, and Economic Development
Ph.D.	History	History of Science, Technology and Environment
Ph.D.	History	Latin America
Ph.D.	History	Modern Europe
Ph.D.	History	U.S. since 1789
Ph.D.	History	U.S. to 1877

Ph.D.	Hospitality Management	
Ph.D.	Journalism and Mass Communication	
Ph.D.	Language and Literacy	
Ph.D.	Library and Information Science	
Ph.D.	Linguistics	Linguistic Anthropology
Ph.D.	Linguistics	English/French/German/Spanish
Ph.D.	Linguistics	Historical Linguistics
Ph.D.	Linguistics	Philosophy of Language
Ph.D.	Linguistics	Phonological Theory
Ph.D.	Linguistics	Psycholinguistics
Ph.D.	Linguistics	Second/Foreign Language Acquisition
Ph.D.	Linguistics	Sociolinguistics
Ph.D.	Linguistics	Syntactic Theory
Ph.D.	Linguistics	Teaching English as a Second/Foreign Language
Ph.D.	Marine Science	[major with no concentration]
Ph.D.	Marine Science	Biological Oceanography
Ph.D.	Marine Science	Chemical Oceanography
Ph.D.	Marine Science	Geological Oceanography
Ph.D.	Marine Science	Physical Oceanography
Ph.D.	Mathematics	[major with no concentration]
Ph.D.	Mathematics	Applied and Computational Mathematics
Ph.D.	Mechanical Engineering	
Ph.D.	Music Education	
Ph.D.	Nuclear Engineering	
Ph.D.	Nursing Science	[major with no concentration]
Ph.D.	Nursing Science	Nursing
Ph.D.	Nursing Science	B.S.N. to Ph.D.
Ph.D.	Pharmaceutical Sciences	[major with no concentration]
Ph.D.	Pharmaceutical Sciences	Medicinal Chemistry - Biomedical/Synthetic
Ph.D.	Pharmaceutical Sciences	Pharmacy Administration
Ph.D.	Pharmaceutical Sciences	Pharmaceutics
Ph.D.	Pharmaceutical Sciences	Pharmacology
Ph.D.	Philosophy	
Ph.D.	Physical Education	Motor Behavior

Ph.D.	Physical Education	Pedagogy
Ph.D.	Physics	
Ph.D.	Political Science	
Ph.D.	School Psychology	[major with no concentration]
Ph.D.	School Psychology	Quantitative Methods in Psychology
Ph.D.	Social Work	
Ph.D.	Sociology	
Ph.D.	Spanish	
Ph.D.	Special Education	[major with no concentration]
Ph.D.	Special Education	Special Education Leadership
Ph.D.	Special Education	Special Education Research & College Teaching
Ph.D.	Sport and Entertainment Management	
Ph.D.	Statistics	
Ph.D.	Teaching and Learning	
Ph.D.	Pharmaceutical Sciences	
Pharm.D.	Pharmacy	
PharmD-MHIT	Pharmacy - Mass Communications	
PharmD-MPH	General Public Health - Pharmacy	
PHD SPTE/PHD SLHM	Sport and Entertainment Management/Sport, Leisure, and Hospitality Management with a focus on Sport Management	
PhD/PhD	Business Administration	
PhD/PhD	Business Administration/Management	
PhD/PhD	Management	
PhD-MD	Biomedical Sciences - Medicine	
PhD-MD	Epidemiology - Environmental Health Sciences	
PMCert (CGS)	Counselor Education	Career Development Facilitator
PMCert (CGS)	Nursing Administration	
PMCert (CGS)	Play Therapy	
PMCert (CGS)	Qualitative Research	[major with no concentration]
PMCertificate	Advanced Practice Nursing	Adult Gerontology Acute Care Nurs Practitioner
PMCertificate	Advanced Practice Nursing	Family Nurse Practitioner
PMCertificate	Advanced Practice Nursing	Psychiatric/Mental Health Nurse Practitioner-Family
S.L.I.S.	Library and Information Science	School Library/Media Specialist
S.L.I.S.	Library and Information Science (Teacher Ed)	[major with no concentration]
UCert (Non-GE Ucert)	Music Performance (only concurrent w/ BM)	

Appendix B

List of Existing Approved Off-Campus Sites and Addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Lancaster	476 Hubbard Drive, Lancaster. SC 29720	March 15, 2012		AA, AS	Yes
Beaufort	801 Carteret Street, Beaufort SC 29720	March 15, 2012		Master of Arts in Teaching in Elementary Education	Yes
Aiken	Savannah River Site, Building 703 41 A, Aiken, SC 29808	March 15, 2012		Master of Environmental & Earth Resource Management	Yes
Greenville- University Center	225 S. Pleasantburg Drive, Greenville, SC 29607	March 15, 2012		Master of Social Work	Yes
Charleston- Lowcountry Graduate Center	5300 International Boulevard, #100, N. Charleston, SC 29418	March 15, 2012		Master of Public Administration	Yes
Charlotte	200 South College Street, Suite 110, Charlotte, NC 28202	March 15, 2012		PMBA	Yes
Greenville	Greenville Hospital System, 701 Grove Road, Greenville, SC 29605	March 15, 2012		MD	Yes
USC Laurens Site	507 North Harper Street, Suite L, Laurens, SC 29360	June, 25, 2015		AA, AS	Yes
McLeod Regional Medical Center (Clinical Site)	555 East Cheves Street, Florence, SC 29506	July 7, 2015		MD	Yes
Carolinas Hospital System (Clinical Site)	805 Pamplico Highway, Florence, SC 29596	July 7, 2015		MD	Yes
Instituto Tecnologic y de Estudios Superiores de Monterrey	Campus Guadalajara Colonia Nuevo Mexico Guadalajara 45140	2006	01/02/2007	M.B.A., EIMBA (DMSB)	Yes
Kangnam University	104 Galwon Dong Young San Gu Seoul Korea	1992	07/24/2000	M.S.W (SOWK)	Yes

Medical Dental Education Institute	1318-8 SEO-CHO GU Montessori Building 3F Seoul South Korea	2006	01/02/2007	DrPh Health Services (ASPH), PB Cert Drug and Addiction (SOWK)	ASPH terminated DrPH Health Services Spring 2018; Yes, Social Work is active
Salkehatchie	P.O. Box 617 Allendale SC 29810	1965	12/03/1991	AA, AS	Yes
Sumter	200 Miller Road Sumter SC 29150- 2498	1973	12/03/1991	AA, AS	Yes
Union	309 East Academy Street Union, SC 29379	1965	12/05/1991	AA, AS	Yes
Moore School of Business Greenville Classroom	201 Riverplace, Suite 300 Greenville, SC 29601	11/08/2018	11/08/2018	PMBA	Yes
Moore School of Business Charleston Classroom	151 Market Street Charleston, SC 29401	11/08/2018	11/08/2018	PMBA	Yes
BB&T Center	200 South College Street, Suite 110 Charleston, NC 28202	11/08/2018	11/08/2018	PMBA	Yes
Indian Land Site	8063 River Road Fort Mill, SC 29707	04/26/2019	04/26/2019	AA, AS, ASN	Yes
Marine Corps Air Station (MCAS)	Building 596 Geiger Boulevard MCAS Beaufort, SC 29904	04/12/2019	04/12/2019	PMBA	Yes
Marine Corps Recruit Depot Parris Island	Building 923 355 Chosin Reservoir Road MCRD Parris Island, SC 29905	04/12/2019	04/12/2019	PMBA	Yes

Appendix C

UofSC MAT in Elementary Compared with Other Institutions				
Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MAT Teacher Residency in Elementary Education	30 hours of graduate coursework	Clemson University	Both programs prepare teacher for initial certification in Elementary Education at the Graduate Level.	Clemson's Teacher Residency Program is designed for current undergraduate students who are studying P-12 education such as early childhood, elementary, and secondary (English, history, science or mathematics). The program at UofSC targets "career changers" who already have an undergraduate degree in a non-education discipline who decide to pursue a career as a professional educator.
MAT in Elementary Education	48 hours	College of Charleston	Both programs prepare teacher for initial certification in Elementary Education at the Graduate Level. Both programs are designed for people who already hold undergraduate degrees in non-education disciplines.	The UofSC Columbia program will require fewer credit hours. The UofSC Columbia program will continue to feature methods courses taught onsite through embedded field placements in elementary partnership schools.
MAT in Elementary Education	48 hours	South Carolina State University	Both programs prepare teacher for initial certification in Elementary Education at the Graduate Level. Both programs are designed for people who already hold undergraduate degrees in non-education disciplines.	The UofSC Columbia program will require fewer credit hours. The UofSC Columbia program will continue to feature methods courses taught onsite through embedded field placements in elementary partnership schools.
MAT in Elementary Teacher	36 hours	Converse College	Both programs prepare teacher for initial certification in Elementary Education at the Graduate Level. Both programs are designed for people who already hold undergraduate degrees in non-education disciplines.	The UofSC Columbia program will require fewer credit hours. The UofSC Columbia program will continue to feature methods courses taught onsite through embedded field placements in elementary partnership schools.
MAT in Elementary and Early Childhood	44 hours	Columbia International University	Both programs prepare teacher for initial certification in Elementary Education at the Graduate Level. Both programs are designed for people who already hold undergraduate degrees in non-education disciplines.	The UofSC Columbia program will require fewer credit hours. The UofSC Columbia program will continue to feature methods courses taught onsite through embedded field placements in elementary partnership schools.

Appendix D

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of South Carolina Columbia

Name of Discipline(s): MAT in Elementary Education

Date Form Completed: 6/11/2019

1 NAME (F, P)	2 COURSES TAUGHT Course Number, Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
HARBOUR, KRISTIN E (F)	EDTE 771: Studies and Internship I in Teaching Math-Early/Elementary Education (3)(G)	Doctorate (Academic): Curriculum and Instruction (PhD) (University of Louisville, 2015)	
MYERS, MICHELE EVONNE (F)	EDEL 701: Culturally Sustaining Pedagogy for the Elementary Classroom (3) (G) EDEL 790: MAT Internship in Elementary Education (9) (G) EDRD 600: Foundations of Reading Instruction (3) (G) EDTE 733: Reading and Language Arts in Early Childhood and Elementary Education (6) (G)	Doctorate (Academic): Language and Literacy (PhD) (University of South Carolina Columbia , 2013) Educational Specialist: Teaching (EdS) (University of South Carolina Columbia, 2003)	
ROSS, ROBBIE ALICE (F)	EDPY 705: Human Growth and Development (3) (G)	Doctorate (Academic): Psychology (PhD)(University of Oregon, 2017) Master's (Academic): Psychology (MS) (University of Oregon, 2013)	Research expertise in early childhood social-emotional and cognitive development
THOMPSON, STEPHEN L. (F)	EDEL 744: Studies and Internship in Teaching Science - Elementary (3) (G)	Doctorate (Academic): Education and Human Development (PhD) (Vanderbilt University, 2002)	

<p>VOGLER, KENNETH E (F)</p>	<p>EDEL 743: Studies and Internship in Teaching Social Studies- Elementary (3) (G)</p>	<p>Doctorate (Professional): Leadership in Schooling (EdD) (University of Massachusetts Lowell, 2000)</p> <p>Master's (Professional/Integrative): Teaching (MAT) (Simmons College, 2000)</p> <p>Graduate Coursework: Social Studies Teaching (21 hours) (Salem State College, 1999)</p> <p>Graduate Coursework: Education (15 hours) (University of Massachusetts at Boston, 1995)</p>	
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Appendix E

Print Journals	
Title	Format
American educator.	Print
Curriculum review.	Print
Education and training in autism and developmental disabilities.	Print
Educational leadership : journal of the Department of Supervision and Curriculum Development, N.E.A.	Print
Educational research quarterly.	Print
Independent school.	Print
Journal for research in mathematics education.	Print
Journal of developmental education.	Print
Journal of law & education.	Print
Middle grades research journal / Missouri State University, Institute for School Improvement.	Print
Momentum.	Print
National forum of educational administration and supervision journal.	Print
NSTA report / National Science Teachers Association.	Print
Planning & changing.	Print
Principal.	Print
Scholastic teacher.	Print
Techniques.	Print
The American school board journal.	Print
The Delta Kappa Gamma bulletin.	Print
The education digest.	Print
The horn book magazine.	Print
The Journal of classroom interaction.	Print
The Journal of computers in mathematics and science teaching.	Print
The Negro educational review.	Print
The Palmetto administrator / SC Association of School Administrators.	Print
Title I monitor.	Print
YC young children / journal of the National Association for the Education of Young Children.	Print
Empowered learner.	Print + Online
Jeunesse : young people, texts, cultures.	Print + Online
Membership. [National Association of Elementary School Principals (U.S.)]	Print + Online
Membership. [National Science Teachers Association].	Print + online
Science and children.	Print + Online
Science scope / National Science Teachers Association.	Print + Online
The Science teacher.	Print + Online
ONLINE JOURNALES	
Title	Format
Academic questions : AQ.	Electronic
Action in teacher education.	Electronic
Action learning.	Electronic
Action research.	Electronic
Advances in health sciences education.	Electronic
American annals of the deaf.	Electronic
American educational research journal.	Electronic
American journal of education.	Electronic
Annals of dyslexia : [an interdisciplinary journal of the Orton Dyslexia Society].	Electronic
Anthropology & education quarterly.	Electronic
Applied environmental education and communication.	Electronic

Applied measurement in education.	Electronic
Art education	Electronic
Arts & Activities	Electronic
Arts education policy review.	Electronic
Assessment in education : principles, policy & practice.	Electronic
Assessment update.	Electronic
Australian journal of learning difficulties.	Electronic
Behavioral disorders : journal of the Council for Children with Behavioral Disorders.	Electronic
Bilingual research journal : BRJ.	Electronic
Board & administrator for administrators only.	Electronic
British educational research journal.	Electronic
British journal of educational studies.	Electronic
British journal of educational technology.	Electronic
British journal of learning disabilities.	Electronic
British journal of sociology of education.	Electronic
British journal of special education.	Electronic
Brookings papers on education policy / sponsored by the Brown Center for Education Policy.	Electronic
Bulletin of the American Association of Teachers of Italian.	Electronic
C&E, cultura y educación / Edita, Fundación Infancia y Aprendizaje.	Electronic
Cambridge journal of education.	Electronic
Canadian journal of education = Revue canadienne de l'éducation.	Electronic
Canadian journal of science, mathematics and technology education = Revue canadienne de l'enseignement des sciences, des mathématiques et de la technologie.	Electronic
Child development.	Electronic
Child development perspectives	Electronic
Child language teaching and therapy.	Electronic
Childhood education.	Electronic
Childhood: a global journal of child research.	Electronic
Classroom discourse.	Electronic
Cognition and instruction.	Electronic
Computer science education.	Electronic
Computers in the schools.	Electronic
Contemporary education dialogue.	Electronic
Contemporary educational psychology.	Electronic
Contemporary issues in early childhood.	Electronic
Creativity research journal.	Electronic
Critical studies in education.	Electronic
Cultural studies of science education.	Electronic
Curriculum inquiry.	Electronic
Curriculum journal.	Electronic
Curriculum review	Electronic in Aggregators
Deafness & education international.	Electronic
Diaspora, indigenous and minority education.	Electronic
Dimensions of early childhood / Southern Association on Children under Six.	Electronic
Discourse : studies in the cultural politics of education.	Electronic
Early child development and care.	Electronic
Early childhood education journal.	Electronic
Early childhood research quarterly	Electronic
Early education and development.	Electronic
Early years : an international journal of research and development.	Electronic

Education & treatment of children.	Electronic
Education + training.	Electronic
Education 3-13.	Electronic
Education and culture : E & C.	Electronic
Education and information technologies.	Electronic
Education and urban society.	Electronic
Education, citizenship and social justice.	Electronic
Educational action research.	Electronic
Educational administration bulletin / a publication of the British Educational Administration Society.	Electronic
Educational administration quarterly.	Electronic
Educational administration.	Electronic
Educational assessment, evaluation and accountability.	Electronic
Educational assessment.	Electronic
Educational evaluation and policy analysis.	Electronic
Educational management & administration.	Electronic
Educational management, administration & leadership.	Electronic
Educational measurement : issues and practice	Electronic
Educational media international.	Electronic
Educational philosophy and theory.	Electronic
Educational policy.	Electronic
Educational psychologist.	Electronic
Educational psychology in practice.	Electronic
Educational psychology review.	Electronic
Educational psychology.	Electronic
Educational research and evaluation.	Electronic
Educational research for policy and practice.	Electronic
Educational research.	Electronic
Educational research review	Electronic
Educational researcher : a publication of the American Educational Research Association.	Electronic
Educational review.	Electronic
Educational studies : a journal of the American Educational Studies Association.	Electronic
Educational technology research and development : ETR & D.	Electronic
Educational theory.	Electronic
E-learning and digital media.	Electronic
E-learning.	Electronic
Elementary school journal	Electronic
Emotional and behavioural difficulties.	Electronic
English education.	Electronic
English journal.	Electronic
English leadership quarterly.	Electronic
Environmental education research.	Electronic
Equity & excellence in education.	Electronic
Erudition and the republic of letters.	Electronic
E-source for college transitions.	Electronic
Ethics and education.	Electronic
Ethnography and education.	Electronic
European early childhood education research journal.	Electronic
European education.	Electronic
European educational research journal : EERJ.	Electronic
European journal of teacher education.	Electronic

Exceptional children.	Electronic
Exceptional parent.	Electronic
Exceptionality.	Electronic
Feminist teacher.	Electronic
Frontiers of education in China : selected publications from Chinese universities.	Electronic
Frontiers of education in China : selected publications from Chinese universities.	Electronic
Gender and education.	Electronic
Geography teacher.	Electronic
Gifted and talented international.	Electronic
Gifted child today magazine.	Electronic
Gifted education international.	Electronic
Globalisation, societies and education.	Electronic
Harvard educational review.	Electronic
Health education.	Electronic
I.C.I.R.I. bulletin.	Electronic
IETE journal of education.	Electronic
Improving college and university teaching.	Electronic
Improving schools.	Electronic
Industry & higher education.	Electronic
Infancia y aprendizaje.	Electronic
Information visualization.	Electronic
Innovation in language learning and teaching.	Electronic
Innovations in education and teaching international.	Electronic
Innovative higher education.	Electronic
Instructional science.	Electronic
Intellectual and developmental disabilities.	Electronic
Interactive learning environments.	Electronic
Interchange.	Electronic
Intercultural education.	Electronic
International journal for educational and vocational guidance.	Electronic
International journal for the advancement of counselling.	Electronic
International journal of art & design education.	Electronic
International journal of bilingual education and bilingualism.	Electronic
International Journal of Chinese Education.	Electronic
International journal of computer-supported collaborative learning	Electronic
International journal of disability, development, and education [electronic journal].	Electronic
International journal of early childhood.	Electronic
International journal of early years education.	Electronic
International journal of fashion design, technology and education.	Electronic
International journal of inclusive education.	Electronic
International journal of leadership in education.	Electronic
International journal of lifelong education.	Electronic
International journal of qualitative studies in education : QSE.	Electronic
International journal of research & method in education : IJRME	Electronic
International journal of science and mathematics education.	Electronic
International journal of science education Part B. Communication and public engagement.	Electronic
International journal of science education.	Electronic
International journal of sustainability in higher education.	Electronic
International journal of technology and design education.	Electronic
International journal of testing.	Electronic

International review of education = Internationale Zeitschrift für Erziehungswissenschaft = Revue internationale de pédagogie.	Electronic
International studies in sociology of education.	Electronic
Journal for research in mathematics education.	Electronic
Journal for the education of the gifted.	Electronic
Journal of adventure education and outdoor learning : JAEOL.	Electronic
Journal of American Indian education.	Electronic
Journal of applied developmental psychology	Electronic
Journal of applied learning technology.	Electronic
Journal of behavioral education	Electronic
Journal of biological education.	Electronic
Journal of children and media.	Electronic
Journal of cognition and development	Electronic
Journal of computer assisted learning.	Electronic
Journal of contemporary history..	Electronic
Journal of curriculum and pedagogy.	Electronic
Journal of curriculum studies : JCS.	Electronic
Journal of deaf studies and deaf education.	Electronic
Journal of developmental reading.	Electronic
Journal of digital learning in teacher education.	Electronic
Journal of early childhood literacy.	Electronic
Journal of early childhood research : ECR.	Electronic
Journal of early childhood teacher education.	Electronic
Journal of early intervention.	Electronic
Journal of education and work.	Electronic
Journal of education for students placed at risk.	Electronic
Journal of education for sustainable development.	Electronic
Journal of education for teaching : international research and pedagogy.	Electronic
Journal of education policy.	Electronic
Journal of educational change.	Electronic
Journal of educational computing research.	Electronic
Journal of educational measurement : JEM.	Electronic
Journal of educational statistics.	Electronic
Journal of educational technology systems.	Electronic
Journal of food science education.	Electronic
Journal of interactive instruction development.	Electronic
Journal of Jewish education.	Electronic
Journal of language, identity, and education.	Electronic
Journal of Latinos and education.	Electronic
Journal of mathematics teacher education.	Electronic
Journal of moral education.	Electronic
Journal of multicultural counseling and development.	Electronic
Journal of peace education.	Electronic
Journal of physical education, recreation & dance.	Electronic
Journal of planning education and research.	Electronic
Journal of policy and practice in intellectual disabilities : JPPID.	Electronic
Journal of political science education.	Electronic
Journal of positive behavior interventions	
Journal of reading behavior.	Electronic
Journal of reading.	Electronic
Journal of research in childhood education	Electronic
Journal of research in international education.	Electronic

Journal of research in reading.	Electronic
Journal of research in science teaching : the official journal of the National Association for Research in Science Teaching.	Electronic
Journal of research in special educational needs : JORSEN.	Electronic
Journal of research on educational effectiveness.	Electronic
Journal of research on leadership education.	Electronic
Journal of research on technology in education.	Electronic
Journal of school choice.	Electronic
Journal of science education and technology.	Electronic
Journal of science teacher education.	Electronic
Journal of special education technology.	Electronic
Journal of speech, language, and hearing research.	Electronic
Journal of sport and social issues.	Electronic
Journal of studies in international education.	Electronic
Journal of teacher education.	Electronic
Journal of teaching in physical education.	Electronic
Journal of the Division for Early Childhood.	Electronic
Journal of transformative education.	Electronic
Journal of visual impairment & blindness.	Electronic
Journal of vocational education & training.	Electronic
Kappa Delta Pi record.	Electronic
Language and education.	Electronic
Language arts.	Electronic
Language learning and development.	Electronic
Language teaching research.	Electronic
Language testing	Electronic
Language, speech & hearing services in schools.	Electronic
Leadership and policy in schools.	Electronic
Learning & memory.	Electronic
Learning disabilities research & practice.	Electronic
Learning disability quarterly.	Electronic
Learning environments research.	Electronic
Learning, media & technology.	Electronic
Literacy research and instruction.	Electronic
Management education and development.	Electronic
Management in education.	Electronic
Management learning.	Electronic
Measurement and evaluation in counseling and development.	Electronic
Mentoring & tutoring.	Electronic
Merrill-Palmer Quarterly	
Metacognition and learning.	Electronic
Middle school journal.	Electronic
Mind, brain and education : the official journal of the International Mind, Brain, and Education Society.	Electronic
Monographs of the Society for Research in Child Development.	Electronic
Monumenta serica / cura Universitatis Catholicae Pekini edita.	Electronic
Multicultural education review.	Electronic
Multicultural learning and teaching.	Electronic
Multicultural perspectives.	Electronic
NAEA news.	Electronic
NASSP bulletin.	Electronic
National Council of Teachers of English comprehensive subscription.	Electronic

National news letter of Phi Delta Kappa.	Electronic
New directions for teaching and learning.	Electronic
Nontraditional students report.	Electronic
Open learning.	Electronic
Paedagogica historica.	Electronic
Peabody journal of education.	Electronic
Pedagogies : an international journal.	Electronic
Pedagogy, culture & society.	Electronic
Pedagogy.	Electronic
Philosophy of education.	Electronic
Physical education and sport pedagogy.	Electronic
Policy futures in education.	Electronic
Power & education.	Electronic
Preventing school failure.	Electronic
Prospects.	Electronic
Psychology in the Schools	Electronic
Quality assurance in education.	Electronic
Quest.	Electronic
Race ethnicity and education	Electronic
Radical teacher.	Electronic
Reading and writing quarterly.	Electronic
Reading improvement.	Electronic
Reading psychology.	Electronic
Reading research quarterly.	Electronic
Reflective practice.	Electronic
Religion & education : R & E.	Electronic
Remedial and special education.	Electronic
Research in education.	Electronic
Research in science & technological education.	Electronic
Research in science education.	Electronic
Research in the teaching of English.	Electronic
Research papers in education.	Electronic
Resonance.	Electronic
Review of educational research.	Electronic
Review of research in education.	Electronic
Roeper review.	Electronic
Russian education and society.	Electronic
Scandinavian journal of educational research.	Electronic
School effectiveness and school improvement.	Electronic
School leadership & management.	Electronic
School science and mathematics.	Electronic
Science & education.	Electronic
Science activities.	Electronic
Science and children.	Electronic
Science education.	Electronic
Selected addresses delivered at the Conference on English Education.	Electronic
Sex education : sexuality, society and learning.	Electronic
Social Education.	Electronic
Social psychology of education.	Electronic
Sociology of education.	Electronic
Studies in art education.	Electronic
Studies in continuing education.	Electronic

Studies in philosophy and education.	Electronic
Studies in science education.	Electronic
Studying teacher education.	Electronic
Support for learning.	Electronic
Talking points.	Electronic
Teacher development : an international journal of teachers' professional development.	Electronic
Teachers College record.	Electronic
Teaching and learning inquiry.	Electronic
Teaching children mathematics.	Electronic
Teaching education / sponsored by the University of South Carolina.	Electronic
Teaching exceptional children.	Electronic
Teaching statistics.	Electronic
Technology, pedagogy and education.	Electronic
TechTrends : for leaders in education & training.	Electronic
TESOL journal.	Electronic
The ... Yearbook of the National Society for the Study of Education.	Electronic
The American biology teacher.	Electronic
The American journal of distance education.	Electronic
The Australian journal of education.	Electronic
The clearing house.	Electronic
The clinical teacher.	Electronic
The Educational forum.	Electronic
The elementary school journal.	Electronic
The future of children.	Electronic
The Horn book guide to children's and young adult books.	Electronic
The international journal for academic development.	Electronic
The international journal of educational management.	Electronic
The Johns Hopkins University studies in education.	Electronic
The journal of agricultural education and extension.	Electronic
The Journal of cases in educational leadership / University Council for Educational Administration.	Electronic
The Journal of education : New England and national.	Electronic
The journal of educational research.	Electronic
The journal of environmental education.	Electronic
The journal of experiential education.	Electronic
The journal of experimental education.	Electronic
The journal of general education.	Electronic
The journal of legal studies education.	Electronic
The journal of museum education : Roundtable reports.	Electronic
The journal of Negro education.	Electronic
The journal of Negro education.	Electronic
The Journal of school health.	Electronic
The journal of special education.	Electronic
The journal of the learning sciences.	Electronic
The learning organization.	Electronic
The national teaching & learning forum.	Electronic
The New educator.	Electronic
The Phi Delta Kappan.	Electronic
The Physical educator.	Electronic
The Professional educator.	Electronic
The reading teacher.	Electronic

The Review of education, pedagogy, & cultural studies.	Electronic
The Science teacher.	Electronic
The Social studies.	Electronic
The Teacher educator.	Electronic
The urban review.	Electronic
Theory and research in education : TRE.	Electronic
Theory and research in social education.	Electronic
Theory into practice.	Electronic
Topics in early childhood special education.	Electronic
Transactional analysis journal : official journal of the International Transactional Analysis Association.	Electronic
Urban education.	Electronic
Voices from the middle.	Electronic
Word of mouth.	Electronic
Young exceptional children.	Electronic
ACADEMIC DATABASES	
Academic Search Complete	
Cabells Scholarly Analytics	
Children's Literature Comprehensive Database	
Dissertations and Theses Global	
Education Index Retrospective	
Education Source	
ERIC	
LLBA-Linguistics and Language Behavior Abstracts	
Mental Measurements Yearbook with Tests in Print	
Physical Education Index	
Professional Development Collection	
PsycINFO	
SAGE Reference Online	
Web of Science	
K-6 DATABASES	
BrainPOP Jr	
Britannica Online-School Edition	
CultureGrams	
Explora Educator's Edition	
Explora for Elementary and Middle School	
Kids InfoBits	
Learn360	
LearningExpress Library	
Novelist K-8 Plus	
Primary Search	
Tumble Book Library	

Appendix F

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$76,781.25	\$267,881.25	\$267,881.25	\$267,881.25	\$267,881.25	\$1,148,306.25
Program-Specific Fees		\$14,784.00	\$14,784.00	\$14,784.00	\$14,784.00	\$59,136.00
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	\$76,781.25	\$282,665.25	\$282,665.25	\$282,665.25	\$282,665.25	\$1,207,442.25
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$76,781.25	\$282,665.25	\$282,665.25	\$282,665.25	\$282,665.25	\$1,207,442.25

Appendix G

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Development, Learning, and Motivation	1. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Praxis results - Passing score on Praxis I and II
Curriculum Standards	<p>1. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p> <p>2. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p> <p>3. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p> <p>4. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>5. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students</p> <p>6. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health</p> <p>7. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	Content GPA of B or better on: Coursework, Projects, and Case Studies
Instruction Standards	<p>1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.</p> <p>3. Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p> <p>4. Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p> <p>5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Passing consensus score of at least a 50 on SC 4.0 Rubric (ADEPT)</p> <p>Midterm and Summative Reports from Coaching Teachers and Supervisor</p>

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Assessment	1. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	Passing consensus score of at least a 50 on SC 4.0 Rubric (ADEPT) Midterm and Summative Reports from Coaching Teachers and Supervisor
Professionalism	1. Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	Passing consensus score of at least a 50 on SC 4.0 Rubric (ADEPT) Midterm and Summative Reports from Coaching Teachers and Supervisor
	2. Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	

Appendix H



Department of Instruction and Teacher Education

College of Education
B.A. in Elementary/Elementary M.A.T. Program

Telephone: 803•777•6031
Fax: 803•777•7970

April 1, 2019

Dr. Belle Wheelan, President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 3003-4097

Dear Dr. Wheelan:

The MAT in elementary education is a multi-disciplinary degree which prepares students to teach in grades 2-6 in South Carolina. Students learn how to engage children in inquiry to facilitate learning, develop curriculum, and to collect and interpret student data to inform instruction. For admission to the MAT in Elementary Education, applicants must have already completed a bachelor's degree that does not lead to initial teacher certification. The program primarily enrolls in-state students seeking to become certified teachers for South Carolina schools, thus supporting the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement." Reports reveal that there is a shortage in teachers entering the profession and a critical mass who are leaving the profession resulting in a shortage of highly qualified and certified teachers nationally, and South Carolina in particular. This requires an urgent response. One way in which The University of South Carolina is responding to this need is to offer a high-quality degree program for prospective elementary teacher candidates that can be completed with fewer credit hours and in less time. As the Coordinator of the Master of Arts in Elementary Education degree program and on the behalf of the elementary faculty at the University of South Carolina, this prospectus is written to request approval to reduce the number of credit hours in the existing MAT program from 51 hours to 33 hours. A careful review of our existing courses revealed an overlap in content across several courses. In an effort to resolve this, we will delete those courses and create new courses that explicitly address this issue. In addition, our review revealed that five institutions across the state offer similar degrees with fewer required credit hours.

Our proposal to reduce the number of hours in our program does not diminish the high quality of our degree. It provides candidates a viable certification option that will require less time to complete.

Should you have questions or require additional information, please do not hesitate to contact me.

Warm regards,

Michele Myers, Ph.D.

Coordinator of the MAT in Elementary Education at the University of South Carolina