

NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

MAT in Early Childhood Education

Lander University

WORKFORCE DEVELOPMENT:

Is this program recognized as a **PRIORITY OCCUPATION** according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

☐ Agriculture, Food, & Natural Resources

☐ Architecture & Construction

☐ Arts, Audio/Video Technology, & Communications

☐ Business Management & Administration

☒ Education & Training

☐ Finance

☐ Government & Public Administration

☐ Health Science

☐ Hospitality & Tourism

☐ Human Services

☐ Information Technology

☐ Law, Public Safety, Corrections, & Security

☐ Manufacturing

☐ Marketing

☐ Science, Technology, Engineering, & Mathematics

☐ Transportation, Distribution, & Logistics

A. SUMMARY

Lander University proposes a new Master of Arts in Teaching (MAT) in Early Childhood Education to provide a pathway at the graduate level for training high-quality teachers certified in PK-3rd grades. This program is intended to support Lander University students in non-teacher certification undergraduate programs who determine they would like to pursue teaching young children at the end of their degree, recent graduates that are seeking a graduate degree for teacher certification in early childhood education, and community members or current school district employees who have a bachelors degree and would like to achieve teacher certification in early childhood education while concurrently employed.

The program will require four new courses (out of 14 courses) and the hiring of one new full-time faculty member. There are currently seven MAT programs in early childhood education within the state. Program requirements include coursework directly aligned to standards and competencies identified by the National Association for the Education of Young Children (NAEYC) and the South Carolina Department of Education for the preparation of classroom-ready teachers for grades PK-3rd. The program will be delivered in an online modality and will begin in Fall 2026.

Education. Education.

B. UNIVERSITY ENROLLMENT

In-state 4172 (90%)	Out-of-State 467 (10%)
----------------------------	-------------------------------

C. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	8	8	8
2027-2028	8	8	8
2028-2029	9	9	9
2029-2030	10	10	10
2030-2031	10	10	10

These enrollment projections were based on approximately 1/4 of the total enrollment of undergraduate students in Lander University's BS in Education and Child Development (42 as of Fall 2025) as well as second bachelor's degree students in the BS in Early Childhood Education online programs. The Education and Child Development program is non-certification program for students interested in working with young children and families. When polled, at least half of current undergraduates expressed interest in pursuing an MAT in early childhood, since SCDE does not require teacher candidates enrolled in an MAT program take the Praxis Core exam. It is important to note that the average GPA for the 42 Education and Child Development students is a 3.43 as of fall 2025. For the 2025-2026 academic year, there are 5 students enrolled in the Early Childhood Education online program that already have bachelor's degrees in non-teaching programs. These students did not want to enroll in an alternative certification program. All those students expressed that they would enroll in an MAT in Early Childhood Education if it was available at Lander.

D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2032)	Expected Number of Jobs (2024)	Employment Projection (2034)	
Elementary School Teachers, Except Special Education	22,210	+9%	1,422,700	-2%	Career One Stop
Preschool Teachers, Except Special Education	4710	+17%	555,100	+4%	Career One Stop

Additional Comments:

----- [FOR CHE STAFF ONLY](#) -----

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	Original Date: 12/18/2025	The original proposal was received via email and assigned to a lead reviewer and a second reader.
Summary of staff comments, responses, and versions	01/28/2026	Revision request V1 included: 1/28/2026 - Clarification request regarding the program area of specialization. - Are there any additional admission requirements? - Are students required to take and pass the Praxis Core to gain admission to the MAT Program? - Clarification is needed regarding whether low literacy rates were a principal driver in the development of this program proposal, or whether the data are intended simply to

		contextualize the program's instructional emphasis. • Will this degree provide dedicated strategies to address the grade level reading deficits? • What factors are contributing to the high rate of early career teacher turnover in South Carolina, particularly among teachers with five or fewer years of experience, and how does the proposed MAT program address or account for these underlying causes? • What makes the MAT pathway more attainable than the undergraduate pathway, and is this assumption central to the justification for the proposed program? • Do any of the courses require prerequisite coursework? • Are there components in these courses that will provide strategic strategies to assist with increasing the 53% grade level readiness? • Add Columbia International University • Clarification request regarding minimum credentials for teaching and faculty needed to facilitate instruction.
ACAP Considerations	02/19/2026	No Questions. Responses Vote: All in attendance voted to send MAT in Early Childhood Education to CAAL. None opposed.
CAAL Considerations (See attached commissioner questions and responses)		CAAL questions Responses Vote
CHE Considerations		CHE questions

		Responses Vote
Submission to IT for addition to inventory		Date completed

F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

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

Master of Arts in Teaching in Early Childhood Education

Program Designation:

- | | |
|---|--|
| ☐ Associate's Degree | ☒ Master's Degree |
| ☐ Bachelor's Degree: 4 Year | ☐ Specialist |
| ☐ Bachelor's Degree: 5 Year | ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2026

CIP Code: 13.1210 (Early Childhood Education)

Delivery Site(s): 85750 (Online Degree Programs)

Delivery Mode:

- | | |
|--|---|
| ☐ Traditional/face-to-face
*select if less than 25% online | ☒ Distance Education
☒ 100% online
☐ Blended/hybrid (50% or more online)
☐ Blended/hybrid (25-49% online)
☐ Other distance education (explain if selected) |
|--|---|

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

Dr. Stephen Bismarck, Dean College of Education, 864-388-8412, sbismarck@lander.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department/College:	November 26, 2025
College Dean:	November 26, 2025
Curriculum Committee:	November 25, 2025
Faculty Senate:	December 9, 2025
Deans Council:	December 10, 2025
Provost and Executive Vice President for Academic Affairs:	December 11, 2025
President:	December 17, 2025
Lander University Board of Trustees:	December 17, 2025

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The nature of the MAT in Early Childhood Education program at Lander University is to provide an advanced study of early development, going beyond the undergraduate program to achieve a more in-depth understanding of early childhood teaching and learning. The program will examine the multifaceted nature of early development, encompassing social, emotional, cognitive, and physical dimensions, as well as the impact of family, culture, and the community. The program's graduate students will integrate theoretical knowledge with practical application.

The purpose of the MAT in Early Childhood Education program is to provide a pathway at the graduate level for the training of high-quality teachers certified in the PK-3rd grades. This program will target Lander University students in non-teacher certification undergraduate programs who determine they would like to pursue teaching young children at the end of their undergraduate degree, recent graduates who are seeking a graduate degree for teacher certification in early childhood education, and community members and current school district employees who have a bachelor's degree and would like to achieve teacher certification in early childhood education while concurrently employed.

This program is in line with Lander University's mission to offer high-demand and market-driven programs to ambitious and talented students in South Carolina. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. Lander University's MAT in Early Childhood Education, therefore, will assist in preparing a cadre of highly effective early childhood education teachers.

Assessment of Need

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

According to the Center for Educator Recruitment, Retention, and Advancement's (CERRA) 2024-2025 SC Educator Supply and Demand annual report, there were 1,042.9 vacant teaching positions after the start of the 2024-2025 school year. Of these vacant positions, 62 were in the area of early childhood education. According to the South Carolina Commission on Higher Education CHEMIS data, there were 395 college graduates with degrees in Early Childhood Education (CIP 13.1210), with 39 receiving master's degrees in 2023-2024¹. This constitutes a 16% decrease from the 2022 - 2024 graduates. Having an additional degree pathway through the proposed MAT in Early Childhood Education at Lander University will add much needed college graduates with degrees in Early Childhood Education.

As of January 2026, there are 25 early childhood teacher vacancies in the Upstate South Carolina region. Approximating that each position serves on average 20 public school students, there are approximately 500 students in the Upstate that need an early childhood teacher. The addition of a MAT in Early Childhood Education at Lander University will help to fill early childhood teacher vacancies in the region where the university is located.

It has been projected that the population of the Upstate region of South Carolina will increase by one million people over the next 15 years.² With approximately 23% of the Upstate's population being children under the age of 18, this projection equates to around 230,000 additional students coming into the region over that time.³ The need for more certified teachers is a great need for the region.

Alternative certification pathways are an option for individuals with a bachelor's degree that would like to pursue the teaching field. It is important to note that not all alternative certification pathways are designed and accept individuals wanting to teach in the early childhood field. Specifically, the Program of Alternative Certification for Educators (PACE) does not provide a pathway for early childhood certification. Through conversations with potential teachers at district teacher recruitment fairs, we have found that many of the potential teachers that already hold a bachelor's degree would prefer to gain their teaching certificate by completing a master's degree, and receive an increase in starting pay, then complete an alternative certification program.

Transfer and Articulation

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

¹ <https://che.sc.gov/chemis-data-visualization-completions>

² https://www.postandcourier.com/news/south-carolina-population-projections-rapid-growth/article_b512f824-28e8-11ef-b235-6f0ea20bbb42.html

³ https://lmi.sc.gov/_docs/Regional-Profiles/EconomicOverviewReports/UpstateWDA.pdf

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Elementary School Teachers, Except Special Education	22,210	+9%	1,422,700	-2%	Career One Stop U.S. Bureau of Labor Statistics
Preschool Teachers, Except Special Education	4710	+17%	555,100	+4%	Career One Stop U.S. Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Lander University has substantial evidence to support offering an MAT in Early Childhood Education, focused specifically on public school teaching for Pre-K through 3rd grade in South Carolina. The primary drivers are persistent teacher shortages, high demand for qualified general education teachers in early grades, and a robust state commitment to early childhood programs.

Documented Teacher Shortages in SC Public Schools

- Persistent Vacancies:** South Carolina consistently reports a high number of unfilled teaching positions at the start of each school year. The 2023-24 school year began with 1,613 vacant positions, a 9% increase from the previous year. While the 2024-25 report showed a decrease in overall vacancies, the need remains critical, with over a thousand classrooms still lacking a certified teacher.
- Early Childhood/Elementary as a Critical Area:** Early Childhood Education/Elementary (grades PK-5) is explicitly identified as one of the subject areas with the largest percentage of vacancies in the state (13.6% of all vacancies).
- Turnover:** Of the 6,532.8 teacher departures reported during the 2024-2025 school year, 4800.3, or 73%, of teachers did not return to the classroom (departures and retirements)⁴. The most frequently identified factor of teachers that left their teaching position was policy reasons, specifically the minimum salary

⁴ https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/5074/Cerra/8be659e7-3bb2-4231-8085-378503071223/5-year-SD-data_25-26-.pdf?disposition=inline

schedule⁵. Candidates completing this MAT program would begin their teaching career at a high salary, on average \$5,000 more per year than that of a bachelor's degree in Upstate South Carolina school districts.

High Need for Certified Teachers in General Education

- **State Certification Requirement:** Public schools in South Carolina require a valid South Carolina teaching certification for lead teacher roles. This MAT program is a direct pathway to this certification for individuals who already hold a bachelor's degree and need the flexibility of an online program due to family and financial constraints.
- **Addressing the Achievement Gap:** State leaders and educators recognize that high-quality early childhood education is crucial for student success and addressing achievement gaps. This creates a strong emphasis on hiring the most qualified, certified teachers for the early grades.

State-Level Program Expansion

- **State-Funded 4K Programs:** South Carolina's commitment to publicly funded Pre-K (4K) programs, which are implemented across many public-school districts, has increased the number of positions available. The state mandates specific qualifications for these positions, which this MAT program can help candidates meet.
- **Attracting Professionals:** South Carolina offers incentives like the SC Teacher Loan Program to recruit talented individuals into the profession and keep them in the state. An MAT program makes Lander University a key access point for these programs, further supporting the state's teacher supply.

Table 1: Most frequently reported shortages by teaching area, 2024-2025 school year, according to the U.S. Department of Education⁶

⁵ https://sc-teacher.org/wp-content/uploads/2024/10/SCT_TchrExitSurveyRpt_OCT2024.pdf

⁶ <https://learningpolicyinstitute.org/product/teacher-shortages-subjects-across-states-factsheet#:~:text=In%20addition%20to%20reporting%20to,fully%20certified%20for%20their%20assignments.>

Most frequently reported shortages by teaching area, 2024–25 school year

Teaching area	Number of states
Special Education	45
Science	41
Mathematics	40
Language Arts	38
World Languages	35
Career and Technical Education	33
English as a Second Language	31
Social Studies	30
Elementary Education	28
Art and Music Education	26
Health and Physical Fitness	26

Note: For brevity, this table only shows subjects and teaching areas that have been reported by more than half of the United States.
 Source: Learning Policy Institute analysis of Teacher Shortages Area data from the 2024–25 school year provided upon request from the U.S. Department of Education (data received 07/24/2024).

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	8	8	0
2027-2028	8	8	0
2028-2029	9	9	0
2029-2030	10	10	0
2030-2031	10	10	0

These enrollment projections were based on approximately 1/4 of the total enrollment of undergraduate students in Lander University's BS in Education and Child Development (42 as of Fall 2025) as well as second bachelor's degree students in the BS in Early Childhood Education online programs. The Education and Child Development program is non-certification program for students interested in working with young children and families. When polled, at least half of current undergraduates expressed interest in pursuing an MAT in early childhood, since SCDE does not require teacher candidates enrolled in an MAT program take the Praxis Core exam. It is important to note that the average GPA for the 42 Education and Child Development students is a 3.43 as of fall 2025. For the 2025-2026 academic year, there are 5 students enrolled in the Early Childhood Education online program that already have bachelor's degrees in non-teaching programs. These students did not want to enroll in an alternative certification program. All those students expressed that they would enroll in an MAT in Early Childhood Education if it was available at Lander.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐ Yes

☒ No

Curriculum

UNIVERSITY GRADUATE ADMISSIONS

Lander University encourages all qualified students to apply for admission. To be eligible for admission to a graduate program at Lander University, students must have completed a bachelor's degree. All admissions decisions are made based on a holistic evaluation of the applicant's academic and/or professional background, professional goals, and overall fit between applicant and program. Applicants are not required to submit GRE/GMAT scores for any Lander University graduate programs, but applicants may submit them if they choose. If GRE/GMAT scores are submitted, they will be included in the holistic application review process.

Admissions Information for the MAT Early Childhood

Lander University recognizes the needs of teachers and other professional educators to continue advanced studies beyond the bachelor's degree level. The Master in the Art of Teaching (MAT) in Early Childhood Education program is designed for the student who has graduated from a regionally accredited college or university with a baccalaureate degree and is seeking a master's level degree in Early Childhood Education that leads to teacher certification but are unable to pursue this except in an online program.

Admission

There are two major steps in the process for the Master in the Art of Teaching in Early Childhood Education Degree Program: 1) initial admission to program and 2) admission to clinical practice.

1. Initial Admission to Program: All applicants must have earned a baccalaureate degree from a regionally accredited college or university and submit official transcripts of all institutions attended to the Office of Admissions. A minimum undergraduate cumulative GPA of a 3.0 is expected for full admission. Candidates with an undergraduate cumulative GPA below 3.0 on a 4.0 scale may be admitted provisionally. Provisional admission is contingent upon review of the undergraduate transcript by the student advisor or program coordinator. All applicants must complete an application for admission. The Praxis Core, Praxis II, and Principles of Learning and Teaching exams are not required for admission to this program

Note: Students must meet initial admission requirements to the graduate program in order to be eligible for graduate departmental scholarships.

2. Admission to Clinical Practice Students must complete an application to the South Carolina Department of Education for certification (which requires fingerprinting and background-check approval). Students must complete an application to the Lander University Department of Teacher Education for admission to Clinical Practice and be accepted by the semester prior to the student-teaching experience.

Continuation in the Program

Students must maintain a minimum GPA of 3.0 on a 4.0 scale throughout their program. Two grades of “C” in any graduate courses preclude continuation in the program. Any grade lower than a “C” must be replaced by retaking the course with a grade of “B” or better before advancing to the next course in the program of studies. Failure to earn a replacement grade of “B” or better means discontinuation in the program.

Program Completion

To complete requirements for the MAT program, students must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work. They must also successfully complete their student teaching experience and demonstrate competence with the seven learner outcomes of the unit’s conceptual framework. Students must earn a “B” or better in EDUC 680 Field-Based Individual Activities, EDUC 681 Field-Based Individual Activities, and EDUC 699 Clinical Practice. All coursework for the MAT must be completed within a period of 6 years. Upon successfully completing the program, students are required to pass the concentration-specific Praxis II examinations to be recommended to the South Carolina Department of Education for their teaching certificate. It is highly recommended that students pass the concentration-specific Praxis II examinations prior to completing the program, but passing the exams is not a requirement.

New Courses

List and provide course descriptions for new courses.

ECED 627: Early Childhood Curriculum

This course examines foundational child development theories and their application to curriculum design for children from birth through age eight. Candidates will explore the philosophical, psychological, and historical foundations of early childhood education and learn to design and implement play-based, developmentally appropriate learning experiences that promote physical, social, emotional, and cognitive growth. Emphasis is placed on building strong family and community partnerships and understanding issues of cultural diversity, child poverty, childcare, advocacy, public policy, legislation, and professionalism in the field.

EDUC 617: Health and Movement

This course explores essential principles of child health, nutrition, physical development, and movement from infancy through early childhood. Candidates examine childhood diseases, safety practices, and wellness guidelines, with a focus on creating supportive environments that promote healthy lifestyles and developmentally appropriate physical activity in early learning settings.

EDUC 692: Teaching Science and Social Studies to Young Children

This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts. Prerequisite: B or better in ECED 627

EDUC 697: Teaching Mathematics to Young Children

This course emphasizes constructivist approaches to teaching mathematical concepts to young children. Candidates engage with research-based instructional strategies, developmentally appropriate practices, and effective use of manipulatives and representations. The course incorporates the National Council of Teachers of Mathematics (NCTM) standards and explores how young children build mathematical understanding through meaningful problem solving and exploration. Prerequisite: B or better in ECED 627

Proposed program of study (2026-2027):

DEGREE: Master of Arts in Teaching

MAJOR: Early Childhood Education

The program of study leading to the Master's in the Art of Teaching in Early Childhood Education degree consists of coursework and other learning activities in the following areas at the 600 level:

MAJOR PROGRAM REQUIREMENTS	
ECED 627: Early Childhood Education	3
EDUC 613: Educational Assessment Through Technology	3
EDUC 617: Health and Movement	3
EDUC 622: Advanced Child Growth and Development	3
EDUC 656: Behavior and Classroom Management	3
EDUC 680: Field-Based Individual Activities	1
EDUC 692: Teaching Science and Social Studies	3
EDUC 697: Teaching Mathematics	3
*EDUC 699: Clinical Practice	9
READ 610: Foundations of Reading	3
READ 612: Assessment of Reading	3
READ 614: Instructional Practice Teaching Reading	3

READ 655: Content Area Reading and Writing	3
SPED 651: Characteristics of Diverse Learners	3
TOTAL PROGRAM REQUIREMENTS	46

*Teacher candidates must have successfully completed all required coursework to enroll in EDUC 699.

Total Credit Hours Required: 46

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
READ 610: Foundations of Reading	3	READ 614: Instructional Practice Teaching Reading	3	READ 655: Content Area Reading and Writing	3
EDUC 622: Child Growth and Dev	3	EDUC 617: Health and Movement	3	EDUC 656: Behavior and Classroom Management	3
SPED 651: Characteristics of Diverse Learners	3	ECED 627: Early Childhood Curriculum	3	EDUC 613: Educational Assessment through Technology	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
READ 612: Assessment of Reading	3	EDUC 699: Clinical Practice	9		
EDUC 692: Teaching Science and Social Studies	3				
EDUC 697: Teaching Mathematics	3				
EDUC 680: Field-Based Individual Activities	1				
Total Semester Hours	10	Total Semester Hours	9	Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Early Childhood Education, MAT Teacher Residency	30	Clemson University	Similar coursework requirements	5 th year program, graduate coursework during the last year of undergraduate program, Face-to-face
Early Childhood Education, MAT	45	College of Charleston	Similar coursework requirements	Two field experiences, Face-to-face
Early Childhood & Elementary Education, MAT	44	Columbia International University	Similar coursework requirements, one field experience	Elementary with an early childhood add-on, Face-to-face
Early Childhood Education, MAT	46	Converse University	Similar coursework requirements	Elementary with an early childhood add-on, Face-to-face
Early Childhood Education, MAT	45	Francis Marion University	One field experience before student teaching	No content-specific methods courses, face-to-face
Early Childhood Education, MAT	51	South Carolina State University	Similar coursework	Face-to-face
Early Childhood Education, MAT	30-40	Winthrop University	Similar core coursework	No field experience course, only content-specific methods course, Face-to-face

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Clinical Assistant Professor, Full-time	READ 610: Foundations of Reading READ 612: Assessment of Reading READ 614: Instructional Practice Teaching Reading READ 655: Content Area Reading	Ed.D. Northcentral University, Educational Leadership, Literacy Education M.Ed. Columbia College, Innovation and Divergent Learning BA, North Greenville University, Early Childhood and Elementary Education	13 years teaching early childhood and elementary grades in public schools in the Upstate South Carolina region, Instructional coach focused in early childhood literacy
Assistant Professor, Full-time	EDUC 622: Advanced Child Growth and Development EDUC 699: Clinical Experience	Ed.D. University of South Carolina, Curriculum and Instruction M.Ed. University of South Carolina, Language and Literacy B.S. Lander University, Early Childhood Education	14 years teaching early childhood students in public schools in the Upstate South Carolina region.
Lecturer, Full-time The	SPED 651: Characteristics of Diverse Learners EDUC 656: Behavior and Classroom Management	Ed.D. West Virginia University Ed.S., Arkansas State University M.Ed. Furman University BS Erskine College	17 years in education, Expertise in emotional/behavioral disorders, classroom and behavior management; Universal Design for Learning

Associate Professor, Full-time	EDUC 680: Field Experience EDUC 613: Educational Assessment through technology	Ed.D. Liberty University, Curriculum and Instruction M.Ed. Southern New Hampshire University, Curriculum and Instruction B.A. Johnson State College, Elementary Education (K-6)	8 years teaching early childhood students in public schools in the Upstate South Carolina region.
*New Assistant Professor, Full-time	EDUC 627: Early Childhood Curriculum EDUC 617: Health and Movement EDUC 692: Teaching Science and SS EDUC 697: Teaching Mathematics		Minimum requirements: Terminal Degree (PhD or EdD) in an education field with full-time experience teaching early childhood students.

Total FTE needed to support the proposed program:

Faculty: 5 (4 existing and 1 new)

Staff:

Administration:

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

There are currently 4 faculty members teaching courses that will also serve this program. The one new faculty member at the assistant professor level with expertise in early childhood/elementary education will be needed to teach the additional courses not currently offered for this program.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Department of Education – Library Resources

Lander University library services currently subscribe to a variety of online and print resources that support the Department of Education and the programs it offers.

In addition to the full-text multidisciplinary database *Academic Search Complete*, library database holdings include:

Education Full Text covers key areas of education and related fields of study. This database provides full-text articles from more than 500 journals and 1,000 periodicals.

Additionally, this database features in-depth coverage of special education, with more than 20 full-text journals. Content areas related to education include adult education, continuing education, literacy standards, multicultural/ethnic education, school administration, teacher evaluation, and teaching methods.

ERIC (Education Resources Information Center) is entirely dedicated to the topic of education. This database covers essential topics for all areas of education research. It contains more than 1.6 million records and links to nearly 750,000 full-text documents, including journal articles, books, conference papers, curriculum guides, and policy papers. Additionally, it provides an education-specific thesaurus.

The Professional Development Collection consists of a highly specialized collection of electronic information, especially for educators and education researchers. This database contains more than 500 full-text journals and more than 200 educational reports. Some of the content areas related to education include teacher education, multilingual education, higher education, special education, child development (psychology), and educational policy and law.

Teacher Reference Center contains indexing and abstracts for more than 230 peer-reviewed journals covering a variety of topics of interest to teachers. Content areas include assessment, best practices, continuing education, current pedagogical research, curriculum development, instructional media, and school administration.

Children's Literature Resources provides access to Novelist: K-8 Plus and Novelist Plus databases to assist education students taking the children's literature course or other education classes with book recommendations for readers. Novelist Plus provides reading recommendations for both fiction and nonfiction for all ages, whereas Novelist: K-8 Plus is geared to younger readers. In addition, the TumbleBook Library database provides access to digital picture books that have added animation, sound, music, and narration, as well as National Geographic videos and games, a Common Core Portal, quizzes, and teacher materials/lesson plans.

K-12 Classroom Appropriate Resources provides access to school-age appropriate databases from early childhood through secondary education to assist education students with research resources available for their students. Databases include Britannica Animal Kingdom, Britannica Elementary, Britannica High School, Britannica Middle School, Britannica Online Academic Edition, Culture Grams, Explora for Educators, Explora for Elementary Schools, Explora, Explora for Middle Schools, MAS Ultra: School Edition, Middle Search Plus, and Study SC.

Book and Film Collections are three databases of electronic books hosted through EBSCOhost, ProQuest, and Overdrive. ProQuest's eBook Central contains 8,488 titles relating to Education, and EBSCOhost's eBook Collection

contains 8,560 titles relating to Education. Overdrive has over 60 titles related to Education. Additionally, the print holdings of the library contain more than 3,500 titles on this subject. The library also subscribes to a database of documentary films called Films on Demand, which contains 1,883 films on the topics of education (1,485) and developmental psychology (398).

Newspaper resources offer a variety of online newspaper resources that could be useful to Education students. The library has purchased campus-wide access to The New York Times. Library services also offer a full-text digital collection of more than 1,200 newspapers from the database Newspaper Source Plus and provide access to the number one source of news, information, and jobs for college and university faculty members and administrators through the Chronicle of Higher Education, which is valuable to Education students interested in higher education.

Momentrix eLibrary provides online study materials for state and national exams, including GRE, PRAXIS, NES, and more.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Lander University provides a comprehensive array of coordinated student programs and services designed to maximize student success and enhance students' educational and co-curricular experiences outside of the classroom. A supportive learning environment is provided through the collaboration of numerous departments within the divisions of Academic Affairs, Student Affairs, and Business and Administration.

Lander University has a Student Success Center (SSC) that offers tutoring and advising assistance to students, although full-time faculty advise all students.

The Division of Student Affairs oversees all areas such as campus recreation, career services, dining services, housing and residence life, off-campus student services, student activities, and university police. The university's Wellness Center offers a variety of health care services, programs, and information resources to help students maintain optimal emotional and physical health in order to reduce or eliminate any barriers to their personal and professional growth.

Student Support Services for Online

Lander University has approximately 4,500 students enrolled with approximately 50% of those students living off-campus and commuting to classes each day. In addition, some students are enrolled exclusively in online classes/programs. Therefore, Lander already provides access to a variety of student support services through online mechanisms. For online students and commuting students, Student Affairs has a designated Off-Campus Student Services website (<https://www.lander.edu/campus-life/campus-students.html>) which offers health, safety, support resources, and information.

Information Technology Services will provide technical support for the LMS system (Blackboard) and email services. Lander provides 24/7 Blackboard technical support to students in online, hybrid, and conventional classes.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No new or additional facilities needed.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed.

Impact on Existing Programs

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

☐ Yes

☒ No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$117,720	\$117,720	\$122,080	\$122,080	\$137,340	\$137,340	\$152,600	\$152,600	\$117,720	\$117,720	\$647,460	\$647,460
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$117,720	\$117,720	\$122,080	\$122,080	\$137,340	\$137,340	\$152,600	\$152,600	\$117,720	\$117,720	\$647,460	\$647,460
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$325,000	\$475,000
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)												
Total	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$65,000	\$95,000	\$325,000	\$475,000

Net Total (Sources of Financing Minus Estimated Costs)	\$52,720	\$22,720	\$57,080	\$27,080	\$72,340	\$42,340	\$87,600	\$57,600	\$52,720	\$22,720	\$322,460	\$172,460
--	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------

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

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment, and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Tuition funding is calculated using the projected enrollment numbers presented earlier in this report. Full-time graduate students are defined as taking 6 credit hours at \$545 per credit hour. In Year 1, enrollment reflects 9+9+9 FTEs for the fall, spring, and summer terms. Thus, tuition funding for Year 1 is calculated as follows: 8 students $\times$ 27 credit hours $\times$ \$545 = \$117,720. In Year 2, enrollment reflects 10+9+9 FTEs across the fall, spring, and summer terms. Tuition for Year 2 is calculated as: 8 students $\times$ 28 credit hours $\times$ \$545 = \$122,080.

Below are estimated costs:

Program Administration and Faculty/Staff Salaries

One new faculty member at the assistant professor level, with expertise in early childhood/elementary education, will be needed for this program. The estimated cost for this position (salary plus fringe) is included in the "New" costs for Year 1 at \$65,000. The total faculty salary cost for Year 1 is estimated at \$95,000, which includes a percentage of the salaries of the 1 existing full-time faculty along with the 1 new faculty hire. This percentage was determined based on the portion of their workload dedicated to teaching in this area, meaning it applies solely to this program.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Graduates in the Early Childhood Education program will demonstrate a deep understanding of content (English, Math, Science, and Social Studies) topics related to early childhood education.	Use and apply the major concepts, principles, theories, and interrelationships of content topics relevant to early childhood education.	Praxis Subject Matter Assessment 5024 and 5025. Course grades in content methods courses will also be used to analyze teacher candidate content knowledge.
Graduates in the Early Childhood Education program will apply specific knowledge, skills, and dispositions in accordance with the South Carolina Teaching	Create/plan and implement effective lessons in an early childhood classroom.	Teacher candidates will demonstrate their ability to plan and implement lessons in their field experience (EDUC 680), plan a unit (EDUC 655), and plan and implement a unit in their clinical experience (EDUC 699). Teacher candidates are

Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards.		evaluated during each of their field experiences using the SCTS 4.0 rubric. Teacher candidates will also be evaluated using the Teacher Work Sample (TWS) currently being implemented.
Graduates in the Early Childhood Education program will demonstrate professionalism as an Early Childhood Educator	Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	Teacher candidates complete several case studies conducted in their introduction to early childhood education course (ECED 627) and field experience course (EDUC 680).

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The program objectives are evaluated using multiple means throughout the program as well as after graduation. All academic degree programs conduct annual program reviews, assessments of program outcomes, and student learning objectives at Lander University. Completed reports are reviewed by the dean and provost each year, and feedback is provided.

As part of the College of Education at Lander University's continuous improvement paradigm, data on teacher candidates' content knowledge, teaching/professional dispositions, ability to plan and implement instruction, as well as their impact on student learning, are collected and analyzed on an annual basis. The College of Education's assessment and accreditation system, Taskstream, is used to collect and maintain longitudinal candidate data. After each semester, the TaskStream administrator downloads all data from the CAEP Key Assessments and any data from SPA-related courses that have also been stored in TaskStream. The data sheets are then formatted by the TaskStream administrator to provide a more visually accessible presentation of the data. The data sheets are then reviewed by the Department of Teacher Education as a whole and by individual programs at the beginning of the next semester or year to determine if any changes to instruction need to be made for the upcoming semester/year. The department and/or programs break down the data to see what their strengths and weaknesses are and where they can improve their instructional delivery. Specific data is also pulled and reviewed by individuals or programs as needed.

Lander University's teacher education programs guide teacher candidates through a series of developmentally sequenced clinical practice and field experiences. Candidates complete each of the field experiences concurrently with pedagogy courses. The recommended enrollment sequence ensures each teacher candidate acquires the foundational skills to perform in a field experience setting. Teacher candidate performance during these field experiences is assessed through a variety of assignments, including repeated observations and assessments using the SC Teaching Standards 4.0 rubric and appropriate SPA rubrics. All candidates

complete a teacher work sample, which provides evidence that the candidate has met the criteria essential to matriculation through the program.

Upon graduation, the College of Education at Lander University utilizes several surveys (ie, Exit, alumni, employer, etc.) to track the employment of our teacher candidates after graduation. Data from these surveys are collected and analyzed on an annual basis. Like the data collected for CAEP Key Assessments, survey data are reviewed by the Department of Teacher Education as a whole and by individual programs to determine if any changes to instruction need to be made for the upcoming semester/year.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The College of Education is currently accredited by CAEP. Our next review is in 2027.

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

☒ Yes

☐ No

Early Childhood Education (PK – 3)

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

Throughout the duration of their undergraduate studies, candidates participate in a progressive sequence of field experiences that systematically expand in scope, complexity, and professional responsibility. These placements occur within classrooms, schools, and districts distinguished by their commitment to delivering high-quality educational experiences for all learners. Upon completion of the program, candidates recommended for certification demonstrate a comprehensive foundation of disciplinary and content expertise, proficient classroom management, advanced pedagogical and professional competencies, and a profound understanding of the fundamental principles underpinning academic achievement and equitable access to educational opportunities.

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

☒ Yes

☐ No

Key assessments aligned to the NAEYC standards and elements will be collected through coursework and related assessments. These key assessments will be collected, analyzed, and evaluated on an annual basis. Data collected from MAT graduates from 2028, 2029, and 2030 will be used for the SPA report and submitted summer/fall of 2030.

Section I: Coversheet

Name of Program

Master of Art in Teaching, Early Childhood Education

Name of College or University

Lander University

Date of Submission

12/22/2025

Electronic or Hand-written Signature of CEO of College/University

Proposal Contact Person Name	Stephen Bismarck
Title	Dean, College of Education

Proposal Contact Person Name	Stephen Bismarck
Phone Number	864-388-8412
Email Address	sbismarck@lander.edu

Public Providers must insert the approved CHE proposal in lieu of Section II and then repaginate the proposal. All providers must complete Section II, Part A of this document.

Section II: Program Information

A. Classification

Program Name	<i>Early Childhood Education</i>
SCDE certification field(s)	<i>Early Childhood Education (PK–Grade 3)</i>
Clinical model	Traditional Student Teaching
List all academic units involved	<i>College of Education</i>
Type and level of degree	<i>Master of Arts in Teaching</i>
Proposed date of implementation	8/10/2026
CIP code	13.1210
Identification of program	New Program
Delivery mode (Select All that Apply)	<i>Online (100%)</i>

Section III: South Carolina Provider Requirements

South Carolina Provider Requirements Chart

Description of the ways in which the program will meet all applicable [South Carolina Provider Requirements](#) as outlined in the [South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures](#), including the following:

State Statutes and Regulations	Description
<i>1.1 National Provider Standards</i> Pursuant to SBE Regulation 43-90, the EPP must ensure that it meets all national provider standards adopted by the SBE.	Lander University is fully accredited by CAEP. The university will continue to pursue reaccreditation.
<i>1.2 Criminal Records Check and Fingerprinting Requirements</i> Pursuant to S.C. Code Ann. § 59-25-115, the EPP must ensure that each educator candidate completes the fingerprint-based criminal history review process and is approved by the SCDE prior to beginning the clinical or student teaching experience. The provider must advise each candidate that prior arrests or convictions of a serious nature could affect the individual's opportunity to complete the clinical experience and qualify for teacher certification.	All teacher candidates are required to complete the fingerprint-based criminal history review and have a cleared SCDE student teacher application prior to beginning their student teaching placement. Upon being accepted to the program, all teacher candidates will be required to attend a College of Education orientation where they are advised that prior arrests or convictions could affect their ability to complete clinical experiences and disqualify them from teacher certification.
<i>1.3 Read to Succeed</i> Pursuant to S.C. Code Ann. § 59-155-180, the EPP must ensure that all candidates enrolled in pre-service teacher education	Teacher candidates will complete READ 610: Foundations of Reading, READ 612: Assessment of Reading, READ 614: Instructional Practice Teaching Reading, and

State Statutes and Regulations	Description
programs, including MAT degree programs, complete a sequence in literacy that must be approved prior to implementation and aligned with relevant literacy competencies and SCDE policies. The provider must verify on the recommendation for certification that each candidate has completed the appropriate Read to Succeed course sequence as part of the institution's approved program.	READ 655: Content Area Reading and Writing. These courses have been approved as Read to Succeed courses aligned to the science of reading.
<i>1.4 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)</i> Pursuant to S.C. Code Ann. § 59-26-30(B), the EPP must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective educators as articulated in the ADEPT performance standards for classroom teachers and service professionals. During field and clinical experiences, candidates must be evaluated relative to these standards and provided with formative and summative feedback. As supplemented by SBE Regulation 43-205.1, the provider must have an ADEPT implementation plan approved by the SCDE and submit annual assurances and candidate performance data according to published deadlines. The EPP must ensure that each candidate recommended for certification has successfully completed all requirements of the appropriate pre-service ADEPT	The EPP has an approved ADEPT plan on file with the South Carolina Department of Education that describes how it meets all Expanded ADEPT standards for all initial teacher preparation and advanced educator preparation programs, when appropriate. All faculty have completed the three-day training for evaluators and certified. Candidates will be introduced to ADEPT SCTS 4.0 concepts/ domains in EDUC 627: Early Childhood Education. In EDUC 680, candidates observe teachers in their classrooms and see the elements of the Expanded ADEPT in practice, observing for each element – instruction, planning, environment, and professionalism. Evaluation using the SCTS 4.0 domains are specifically included in the field experience course (EDUC 680). The SCTS 4.0 rubric and complete SC Expanded ADEPT evaluation system is reviewed with teacher candidates at the beginning of each of these clinical experiences so that candidates understand how the evaluation is structured, as well as the criteria used to evaluate them in their

State Statutes and Regulations	Description
evaluation process and maintain evidence of candidate performance during the pre-service evaluation process	clinical experience. The University Supervisors meet each term and the evaluation system, including the rubric and observation form, are reviewed. All University Supervisors and professors teaching field/clinical experiences are trained SCTS 4.0 evaluators. Before directed student teaching, in EDUC, teaching candidates are observed by their University Supervisor at least twice and by their Cooperating Teacher at least three (3) times using the SCTS 4.0 rubric in EDUC 680. Within the directed student teaching experience, EDUC 699, University Supervisors evaluate the candidates a minimum of four (4) times using the SCTS 4.0 rubric. Candidates participate in the full evaluation experience – pre-observation planning, observation, and post-observation conference. The University Supervisor meets with both the candidate and the Cooperating Teacher to review the rubric and the observation feedback. The Cooperating Teacher also completes observations of the candidate a minimum of four (4) times, using the same process, and shares the feedback with the candidate. Data gathered at the conclusion of EDUC 699 (Directed Student Teaching) include an anonymous survey completed by candidates regarding their experience with the SCTS 4.0 process, their clinical practice experience as a whole, and their University Supervisor. Quantitative and qualitative data from the SCTS 4.0 evaluation process are also compiled and analyzed.

State Statutes and Regulations	Description
	Additionally, the Department of Teacher Education faculty will review assignments to ensure students are progressing toward mastery of the ADEPT standards. Students who are not adequately progressing will be identified through this process and required to meet with their advisor to discuss how to remedy the problem. If trends are identified (i.e. one particular standard that all students are struggling to meet), then the faculty will to determine what can be done to help students achieve success. Additionally, the Teacher Preparation Assessment Sub-committee (TPAS) will institute any changes necessary to remain in compliance and up-to-date with any changes that are prescribed.
<i>1.5 Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)</i> Pursuant to S.C. Code Ann. § 59-24-40 and Regulation 43-165.1, the EPP offering preparation programs for school and district leaders must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective leaders as articulated in the PADEPP performance standards. All leadership candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design	Not Applicable. The proposed program is not an Educational Leadership program. As such, these standards are not pertinent to the proposed program.

State Statutes and Regulations	Description
a personal professional development plan on the basis of the state performance standards and the school strategic plan.	
<i>1.6 Family, School, and Community Engagement</i> Pursuant to SC Code Ann. § 59-28-140, the EPP must ensure that all candidates in teacher and principal preparation programs know, understand, and are able to apply best practices in family, school, and community engagement.	Parental involvement is emphasized throughout the special education course (SPED 651). The importance of parental involvement and rights are introduced in EDUC 627: Early Childhood Education and expanded upon in SPED 651: Characteristics of Diverse Learners. In EDUC 622 Advanced Child Growth and Development, candidates will create a case study that includes interviewing parents and community members to gather more information about a student and their physical, social, emotional, and cognitive development. In addition, each Read to Succeed course emphasizes the role of parental involvement in learners' literacy development in response to the Read to Succeed Family Engagement Framework. Candidates are also thoughtfully placed in diverse settings with diverse student populations throughout their clinical and student teaching experiences in an effort to expose them to practices that are responsive to the diverse needs of students in our schools. Within directed student teaching, candidates participate fully in the life of the school, including being active participants in parent-teacher conferences, family nights, festivals, and other involvement efforts developed by the schools in which they are placed.
<i>1.7 Safe Schools Climate Act</i> Pursuant to S.C. Code Ann. § 59-63-110 et seq., the EPP must ensure that all certification programs, initial and advanced, include instruction as it relates to the Safe Schools Climate Act	Teacher candidates are introduced to SSCA in EDUC 627: Early Childhood Education and subsequently take a quiz in this course demonstrating mastery of EEDA constructs and content. Further, they are evaluated by both their university supervisor and cooperating teacher in EDUC 680: Field-Based Individual Activities

State Statutes and Regulations	Description
and the identification and prevention of harassment, intimidation, and bullying.	as to their understanding and competence related to the SSCA. Teacher candidates will have the opportunity to develop their skills and demonstrate competence relative to all aspects of the SSCA during their student teaching experience (EDUC 699).
<i>1.8 Education and Economic Development Act (EEDA)</i> Pursuant to S.C. Code Ann. § 59-59-10 et seq., the EPP must provide candidates in programs preparing teachers, school counselors, and school leaders with training in career exploration as appropriate to their roles and professional responsibilities.	All candidates will demonstrate competence in EEDA throughout the program. All course syllabi also include information about EEDA and it is applied across programs. Candidates are introduced to EEDA in EDUC 627 where they will take a quiz demonstrating mastery of EEDA constructs and content. They will develop simple lesson plans and implement plans through EDUC 692 and EDUC 627 prior to EDUC 461 Directed Student Teaching. In EDUC 627 Early Childhood Education, candidates review and discuss EEDA and develop lesson plans that incorporate relevant portions of EEDA, including areas such as addressing diverse learners, providing character education, and tying the lesson to real-world situations and careers. In EDUC 680: Field-Based Activities candidates practice implementing lessons in classrooms that incorporate relevant elements of EEDA. Finally, teacher candidates have the opportunity to develop their skills and demonstrate competence relative to all aspects of the EEDA during their directed student teaching experience (EDUC 699).
<i>1.9 Student Health and Fitness Act</i> Pursuant to SC Code Ann. § 59-10-10 et seq., the EPP must ensure that candidates in Early Childhood and Elementary Education programs receive instruction in the importance of	All teacher candidates will take EDUC 617: Health and Movement. This course explores essential principles of child health, nutrition, physical development, and movement from infancy through early childhood. Candidates examine childhood diseases, safety practices, and wellness guidelines, with a focus on creating

State Statutes and Regulations	Description
physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles as part of the Student Health and Fitness Act of 2005.	supportive environments that promote healthy lifestyles and developmentally appropriate physical activity in early learning settings.
<i>1.10 Admission to Undergraduate Teacher Preparation Programs</i> Pursuant to S.C. Code Ann. § 59-26-30, the EPP must ensure that candidates meet the basic skills assessment requirement or a qualifying exemption adopted by the SBE for full admission to an undergraduate teacher preparation program.	Since this is a graduate program, admission to the undergraduate Teacher Preparation Program is not relevant.
<i>1.11 PK-12 Academic Standards</i> In support of S.C. Code Ann. § 59-18-300, the EPP must ensure that candidates are prepared to plan and implement instruction aligned with South Carolina PK–12 academic standards for the subject area and grade span of their certification program.	Lander University candidates are required to include South Carolina PreK-12 academic standards in all lesson preparation, starting with their first lesson planning experience in EDUC 627: Early Childhood Education. Each class that requires lesson or unit planning (including methods courses and field experience assignments) require candidates to become familiar with and implement South Carolina academic standards. Education majors are required to implement South Carolina standards in lessons taught during field experience (EDUC 680) and directed student teaching (EDUC 699). Candidates are rated at midterm and the end of each clinical experience and provided with feedback on their ability to develop, implement, and assess learning experiences that have been aligned with appropriate standards are also assessed via the SCTS 4.0 Lesson Observation Rubric. The Teacher Work Sample, completed during the directed student teaching semester, also demonstrates not only the use of standards in planning but provides evidence that P-12

State Statutes and Regulations	Description
	candidates demonstrate progress toward meeting the standards. Candidates develop pre-and post-assessments focused on an SC standard/ indicator and gather data to assess the learning outcomes of their early childhood students using these assessments. They then reflect upon their learning, analyzing the performance of several subgroups as well as the whole group, and make plans for next steps for instruction and revisions to the lessons used for that instructional sequence
<i>1.12 Tuberculosis Screening and Evaluation</i> Pursuant to S.C. Code Ann. § 44-29-150 and Department of Health and Environmental Control (DHEC) Regulation 61-22, the EPP must ensure that candidates, as defined in DHEC regulation, are screened prior to field placement and that prescribed documentation is maintained. Regulation 61-22 (II)(E) includes student teachers in the definition of “employee,” and Section (III)(C)(2) addresses required documentation.	Prior to participating in any field experiences, candidates must provide current documentation of the following: • Provide evidence of a clear TB screening • Clear SLED check • Clear National Sex Offender Registry check

SBE Guidelines and SCDE Policy	Description
<i>2.1 Field and Clinical Experiences</i> The EPP must ensure that all field and clinical experiences meet the requirements established by the SBE. In this context, field experiences refer to school-based opportunities and activities prior to the full student-teaching or clinical experience. The	Candidates are required to complete at least 75 hours of field experiences in a PK-3rd grade classroom, prior to the directed student teaching experience. During the student teaching experience (EDUC 699), teacher candidates will complete at least twelve weeks or 60 full days in their placement classroom. Teacher candidates will teach independently for a

SBE Guidelines and SCDE Policy	Description
clinical experience refers to the full-time, culminating experience of a program preparing candidates for certification in teaching, service, or leadership fields.	minimum of 10 full days in that setting and adhere to the daily schedule of the cooperating teacher including duties, meeting, and conferences. Each teacher candidate will be supervised by a faculty who is an SCTS 4.0 certified teacher evaluator and has experience teaching in the early childhood classroom. Cooperating teachers assigned to teacher candidates will have received training in the ADEPT system.
<i>2.2 Professional Ethics and Decision-making</i> The EPP must ensure through coursework and field and clinical experiences that candidates are provided with instruction in professional ethics as well as ethical principles and decision-making aligned with the standards of the Model Code of Ethics for Educators.	Teacher candidates are made aware of the Standards of Conduct for South Carolina Educators (State Board of Regulation 43-58) at the beginning of each field experience and must read and sign a statement each semester that they have read and will abide by the SC State Department of Education Standards of Conduct for South Carolina Educators. The unit requires compliance with the Standards of Conduct for South Carolina Educators from all teacher candidates and removes those who do not uphold these standards. Further, candidates are expected to exhibit professional dispositions, including responsibility for the profession, responsibility for students, responsibility to the school community, and responsible and ethical use of technology at all times. Each semester, candidates affirm in writing their understanding of these professional dispositions, and these affirmations are kept on file with the Coordinator of Field Experiences. In EDUC 680: Field-Based Individual Activities and EDUC 699: Clinical Experience, candidates complete a dispositional self-assessment that reflects the standards of conduct expected by the unit. The University Supervisor

SBE Guidelines and SCDE Policy	Description
	and cooperating teacher for each candidate also complete a dispositional assessment for the candidate. These are used to identify areas for improvement, as well as areas of excellence for the candidate. Throughout their educational experience at Lander, candidates who demonstrate deficiencies in dispositional areas are referred to the Candidate Progress Review Committee. The CPR committee is made up of 5 faculty members, including three (3) program coordinators (Early Childhood, Elementary, and Special Education), one (1) secondary teacher education faculty member; and the (1) Coordinator of Field Placements. If the referring person is a committee member, he/she will recuse himself/herself and the committee chair will seek a member-at-large from the department. A three-member quorum will be required to render a decision. The committee follows the procedures below: 1. To initiate a referral to the CPR, the referring faculty member will make a request to the chair of the Department of Teacher Education by submitting 3 pieces of evidence (Disposition Concern Forms, Plagiarism Documentation, etc.). If less than 3 dispositions have been documented, specify a need for an immediate request due to a severe dispositional issue/s. The DTE chair, in conference with the referring faculty, will make one of two choices: a. Convene the CPR committee for action.

SBE Guidelines and SCDE Policy	Description
	b. Send a disciplinary letter to the student indicating that current behaviors and/or dispositions (not aligned with accepted policies of the College of Education) have been referred and documented. The student will be informed that s/he may continue in the program; however, changes in student behaviors and/or dispositions will need to be documented, by the student, to address the concerns outlined by the referral. If dispositional issues continue, further action will be taken. 2. If the DTE chair decides to convene the CPR committee for action, this will occur within 10 business days of receiving the referral notification email. This action will involve notifying the committee and the candidate in writing of the convening of a hearing and what the concerns are. The CPR Committee will convene within 5 business weeks of this notification. The DTE chair will be responsible for setting the date and time of the meeting. 3. When the committee is convened, the referring faculty member will address the committee in person, explaining his/her concerns regarding the candidate. 4. Following the faculty member's appearance, the candidate in question will be given the opportunity to address the faculty member's concerns with the committee. The candidate has 5 minutes to address the CPR committee via a typed statement or in person.

SBE Guidelines and SCDE Policy	Description
	a. The hearing simply provides a university forum for appropriate and fair-minded discussions and deliberations. In that spirit, neither the university nor the student may be accompanied by legal counsel. The student may, however, be accompanied by an on-campus support person. Should the student be accompanied by an on-campus support person (who may be the academic advisor), the support person is not allowed to participate directly in any discussion but may discreetly confer only with the student during the course of the hearing. b. After the candidate presentation, the committee has the option to ask follow-up questions to the referring faculty member and the candidate. Once questions, if any, are complete, the committee chair will dismiss the referring faculty, the candidate, and, if present, his/her support person. 5. The CPR committee, in executive session, will discuss the dispositional evidence provided and decide among the following actions: a. The candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates; b. The candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions;

SBE Guidelines and SCDE Policy	Description
	c. The committee will recommend (in writing) to the Dean of the Department of Teacher Education that the candidate be dismissed from the professional program. 6. Following the meeting, the committee chair will submit written minutes to (a) each member of the committee; (b) the referring faculty; (c) the candidate; (d) the Chair of the Department; and (e) the Dean of the College of Education. Additionally, a copy of these minutes will be placed in the permanent record file of the candidate. Minutes of each meeting shall contain the following: a. A summary of concerns expressed by the referring faculty b. A summary of the candidate's responses to those concerns c. Action(s) to be taken 7. If the candidate receives an action plan, at a designated date, the committee will review the candidate's progress. The following outcomes may result: a. The committee agrees to allow the candidate to continue/resume degree program progress. b. The committee recommends further remediation. c. The committee recommends (in writing) to the Chair of the Teacher Education Department that the candidate be dismissed from the teacher education program. 8. The committee chair will submit a follow-up report of the committee, in writing, to (a) each member of the committee; (b) the referring faculty; (c)

SBE Guidelines and SCDE Policy	Description
	the candidate; and (d) the Dean of the College of Education. Additionally, a copy of this follow-up report will be placed in the permanent record file of the candidate. 9. The candidate has the right to appeal the decision of the CPR committee to the Chair of the Department of Teacher Education and, following that, the Dean of the College of Education.
<i>2.3 Initial Program Approval</i> The EPP must ensure that initial program proposals meet the specialty area program approval standards adopted by the SBE for the specific certification field. All new program proposals must gain SBE approval prior to implementation, recruitment, and admission of candidates.	Key assessments aligned to the NAEYC standards and elements will be collected through coursework and related assessments. These key assessments will be collected, analyzed, and evaluated on an annual basis. Data collected from MAT graduates from 2028, 2029, and 2030 will be used for the SPA report and submitted summer/fall of 2030.
<i>2.4 Continuing Program Recognition</i> The EPP must ensure that each continuing program is fully recognized by a specialized accrediting agency, specialized professional association, or the state. Providers must gain full recognition for all SBE-approved educator preparation programs.	All continuing programs are fully recognized by a specialized accrediting agency, specialized professional association, or the state.
<i>2.5 Verification of Candidate Program Completion for Educator Certification</i> The EPP must submit the verification of program completion for certification for each candidate seeking South Carolina educator	The dean of the College of Education at Lander University submits verification of program completion for certification for each candidate seeking South Carolina educator certification. This verification indicates that the candidate has

SBE Guidelines and SCDE Policy	Description
certification. The verification signifies that a candidate has successfully completed all requirements of the provider's approved program for educator certification. The provider must also indicate if, at the time of program completion, the candidate has earned qualifying scores on required subject area and pedagogy exam assessments for certification purposes.	successfully completed all programmatic requirements and has earned qualifying scores on required subject area and pedagogy exams.
<i>2.6 Annual Reporting</i> The EPP must ensure that it meets annual reporting requirements and deadlines related to Title II, accreditation, program recognition, ADEPT, and any other assurances that may be required by the SBE.	Annual reports (CAEP, SCDE, and Title II) are submitted each year to the appropriate agency and are current. All data related to Lander's Annual Reporting measures for CAEP can be found on our website: https://www.lander.edu/academics/colleges-schools/college-education/teacher-education/caep-annual-report. These include: impact in P-12 learning and development, indicators of teaching effectiveness, the satisfaction of employers, alumni surveys, graduation rates, ability to meet state requirements, ability to be hired, and consumer information. Title II data for Lander University, also filed annually, can be found on our teacher education web page (https://www.lander.edu/academics/colleges-schools/college-education/teacher-education) as well as here: https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4bf4c716-b6e1-4f94-86b4-985012841a15

SBE Guidelines and SCDE Policy	Description
	For all reporting measures, Lander follows federal and South Carolina regulations and continues to be accredited by CAEP.
<i>2.7 Technology for the Enhancement of PK–12 Student Learning</i> The EPP must ensure that candidates are prepared to model and apply technology standards to enhance the learning of all PK–12 students. Candidates should be able to design instruction, implement lessons and activities, and assess learning using varied technology platforms, tools, and digital resources. Because South Carolina school districts must have approved instructional technology plans aligned with the standards of the International Society for Technology in Education (ISTE), EPPs must utilize the ISTE standards in preparing candidates for field and clinical experiences and classroom practice.	Throughout the early childhood program, candidates develop lesson plans which utilizing technology-mediated strategies to effectively support young children's learning and development. Candidates are introduced to Lander's lesson plan template in EDUC 627: Early Childhood Education and continue to use this template throughout their curriculum/methods courses (READ 614: Instructional Practice Teaching Reading, EDUC 692: Teaching Science and Social Studies, and EDUC 697: Teaching Mathematics) to design instruction. The template emphasizes the use of ISTE standards in the implementation of technology in the lesson. The section from the lesson plan template is as follows: <u>Technology:</u> <i>Select an ISTE Technology Standard (see Blackboard for resources) and describe the instructional and/or assistive technology that was incorporated into the lesson.</i> <i>Provide a rationale as to how it is <u>used to enhance instruction</u> and student learning addressing at least one of the following: Is technology used to support assessment for learning, foster conceptual change, provide differentiation, facilitate learning together, develop metacognition, enable personalization, and/or scaffold the learning? Please describe in relation to this lesson.</i>

SBE Guidelines and SCDE Policy	Description
	Candidates implement instruction that models the appropriate use of technology standards during their field experience (EDUC 680) and student teaching experience (EDUC 699). In addition to being evaluated using the SCTS 4.0 rubric multiple times during both of these experiences, teacher candidates are also evaluated using an evaluation rubric aligned to the NAEYC standards. That rubric specifically evaluates teacher candidates' ability to effectively support learning and development through the use of technology-mediated strategies. Candidates further develop their knowledge of the appropriate implementation of technology to assess students' learning through the use of a variety of technological tools in EDUC 613: Educational Assessment through Technology and READ 612: Assessment of Reading.

Section IV: National Accreditor and Specialized Programmatic Association Standards

Please review the assurances below. Providers that have received national accreditation must complete Part A. Providers that have not received national accreditation must complete Part B.

A. National Accreditation: Statement of Accreditation

Program proposals in certification fields that have achieved national recognition (e.g.: NASAD, NASM, etc.) must affirm the following:

☒ I affirm that the program is nationally approved by an accrediting agency recognized by the United States Department of Education or the Council for Higher Education Accreditation, and

☐ I affirm that this proposal includes a letter from the national accreditor.

B. Specialized Programmatic Association Requirements

For Modified Program Proposals Only – Program proposals seeking to modify a program must affirm the following:

☐ I affirm that the institution is seeking to modify a program, and

☐ I affirm that this proposal includes a copy of the most recent specialized programmatic report and any response to conditions in the appendices.

B. Specialized Programmatic Association Requirements (Cont.)

For New Program Proposals Only – Program proposals seeking to add new programs must complete all sections below:

Descriptions of any state or institutional policies that may influence the application of standards.

Lander University, a public regional university, offers undergraduate and programs in liberal arts, sciences, and professional areas. The university currently offers eleven undergraduate programs and two graduate programs that leading to teacher certification. Teacher Education is one of Lander University's principal programs, with about 500 of 3,300 undergraduates seeking teacher certification. The MAT in Early Childhood Education degree, housed in the Department of Teacher Education within the College of Education, will prepare candidates for South Carolina teacher certification in pre-kindergarten through third grades.

Lander University faculty, South Carolina's Department of Education, public school teachers and administrators, community representatives, and teacher education majors all contributed collaboratively to the development of Lander University's teacher education program. The philosophy, implementation, and evaluation of the Early Childhood Education program is guided by the department's mission statement, the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, and the South Carolina Expanded ADEPT Support and Evaluation System.

The South Carolina Department of Education provides regulations and guidelines that all teacher education programs and candidates must meet in South Carolina. The South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures detail the guidelines all teacher education programs must follow. Candidates must complete a criminal background check, complete a series of courses in literacy based on competencies established by the SCDE, and complete at least 75 hours of field experience prior to beginning sixty days of their full-time clinical practice experience. Candidates must be evaluated during clinical and field experiences using the SC ADEPT performance standards. Additional candidates must have a minimum GPA of 3.0, pass a specialty area PRAXIS II Content exam, and pass the appropriate PRAXIS Principles of Learning and Teaching exam prior to the granting of provisional teacher certification.

Descriptions of any state or institutional policies that may influence the application of standards.

Additionally, the state of South Carolina requires that candidates for certification be well-versed in creating and maintaining a safe school environment (Safe Schools Climate Act - SSCA), conversant in encouraging students to pursue educational goals that will be useful in the workplace (Education and Economic Development Act - EEDA), and be well-versed in working with families. Candidates in the Early Childhood program receive instruction in the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles. Finally, candidates must be able to both plan and implement instruction aligned with South Carolina PK–12 academic standards for the subject area and grade span of their certification program.

The MAT in Early Childhood Education builds on candidates' knowledge from their bachelor's degree through curriculum designed to develop a deep understanding of specialized content, addressing competencies for teaching pre-kindergarten through third graders in public school settings, assessment practices, and teaching strategies. Candidates are provided with multiple opportunities to apply their knowledge through firsthand interactions with PK – 3rd grade students in various settings (individual, small group, and whole group), in-service teachers, and administrators.

Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Lander University's Professional Education Unit has developed and maintained high-quality, mutually beneficial relationships with all our service area school districts; Lander has established deep partnerships with the following districts: Abbeville, Anderson 2, Greenwood District 50, Greenwood District 51, Greenwood District 52, Laurens 55, Laurens 56, Newberry, McCormick, and Saluda. Greenwood District 50 is both the largest and geographically closest district to the University; the University works extensively with this district which serves over 9,100 K-12 students. In addition, Lander University also has professional relationships with 31 districts within South Carolina and works collaboratively with the elementary, middle, and high schools that make up the Western Piedmont Education Consortium (WPEC).

Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Candidates complete a pre-student teaching field experience (EDUC 680) concurrently with content specific pedagogy courses. Candidates are required to complete a minimum of 75 hours during this field experience. Teacher candidate performance during these field experiences is assessed through a variety of assignments including repeated observations and assessments using the SC Teaching Standards 4.0 rubric and appropriate SPA rubrics. All candidates complete a teacher work sample, which provides evidence that the candidate met the criteria essential to matriculation through the program. Specific components of each field experience correlate with the teacher education curricula, enhancing the connection between theoretical and real applications of knowledge, skills, and dispositions at every level of the program.

At the culmination of the program, teacher candidates complete their clinical (student teaching) experience in EDUC 699. Teacher candidates are required to complete a minimum of sixty days with at least ten consecutive days of full-time instruction.

Lander University's Field Placement Coordinator carefully selects clinical faculty (cooperating teachers) through a collaborative process with the school districts that host field experience and clinical practice teacher candidates. Several criteria must be met for this to occur, regardless of the school district. Host classroom teachers must possess state certification in the appropriate field in which they teach for at least three years prior to hosting candidates. Second, the building level principal must recommend or endorse the clinical faculty member. Third, the clinical faculty member must be willing to host a teacher candidate that semester. Fourth, if the faculty member has mentored or hosted previous field experience or clinical practice candidates in the past, he/she must have received satisfactory evaluations from both previous university supervisors and candidates. To host a student teacher, cooperating teachers must undergo training as an Expanded ADEPT Evaluator through the SCDE and must also complete training through Lander University's Department of Teacher Education at the start of the semester. Lander University program

Chart of Assessments

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the programmatic standards. All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

- 1. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).*
- 2. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).*

	Assessment Title	Form ¹	Course or Timing within the Program ²
Assessment 1: Content	Praxis Certification Exams	State Licensure Tests Praxis II Education of Young Children (5024) or Praxis II Early Childhood Education (5025) and Principles of Learning and Teaching (PLT): Early Childhood (5621)	Completion of the Program <i>(encouraged to complete before student teaching/must be completed before internship)</i>
Assessment 2: Content	Compilation of Grades	Final Grades	Required Courses: ECED 627: Early Childhood Education

	Assessment Title	Form ¹	Course or Timing within the Program ²
			EDUC 613: Educational Assessment Through Technology EDUC 617: Health and Movement EDUC 622: Advanced Child Growth and Development EDUC 656 Behavior and Classroom Management EDUC 680: Field-Based Individual Activities EDUC 692: Teaching Science and Social Studies EDUC 697: Teaching Mathematics EDUC 699: Clinical Practice READ 610: Foundations of Reading READ 612: Assessment of Reading READ 614: Instructional Practice Teaching Reading READ 655: Content Area Reading and Writing SPED 651: Characteristics of Diverse Learners
Assessment 3: Planning	Lesson Plans	Lesson Plans	Required Course: EDUC 692: Teaching Science and Social Studies EDUC 697: Teaching Mathematics EDUC 680: Field-Based Individual Activities READ 614: Instructional Practice Teaching Reading
Assessment 4: Instruction	Early Childhood Student Teacher Evaluations	Summative Evaluation	Required Course: EDUC 680: Field-Based Individual Activities

	Assessment Title	Form ¹	Course or Timing within the Program ²
			EDUC 699: Clinical Practice
Assessment 5: Student Learning	Teacher Work Sample: Assessment Plan, Impact on Student Learning, and Candidate Reflection	Teacher Work Sample (TWS)	Required Course: EDUC 699: Clinical Practice
Assessment 6	Children and Families Case Studies	Case Studies	Required Course: ECED 627: Early Childhood Education
Assessment 7 (Optional)	Literacy Impact Project	Project	Required Course: READ 612: Assessment of Reading

Relationship of Assessments to Standards

For each program specific standard, identify the assessment(s) that address the standard. One assessment may apply to multiple standards. This alignment should match the standard alignment section in the individual assessment templates and rubrics.

	A1	A2	A3	A4	A5	A6	A7	A8
NAEYC Standard 1: Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. <i>Key Competencies:</i> <i>1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.</i>	✓	✓				✓		
<i>1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices</i>	✓	✓						
<i>1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.</i>	✓	✓						
<i>1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts— to make evidence-based decisions that support each child.</i>	✓	✓						
NAEYC Standard 3: Child Observation, Documentation, and Assessment					✓		✓	

	A1	A2	A3	A4	A5	A6	A7	A8
Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues. <i>Key Competencies:</i> <i>3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</i> <i>3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.</i> <i>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</i> <i>3d: Build assessment partnerships with families and professional colleagues.</i>								
NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and	✓			✓				

	A1	A2	A3	A4	A5	A6	A7	A8
on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. <i>Key Competencies:</i> <i>4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</i> <i>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.</i> <i>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</i>								
NAEYC Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.	✓		✓				✓	

	A1	A2	A3	A4	A5	A6	A7	A8
They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. <i>Key Competencies:</i> <i>5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.</i> <i>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</i> <i>5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</i>								
NAEYC Standard 6: Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional	✓			✓	✓	✓	✓	

	A1	A2	A3	A4	A5	A6	A7	A8
communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. <i>Key Competencies:</i> <i>6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.</i> <i>6b: Know about and uphold ethical and other early childhood professional guidelines.</i> <i>6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.</i> <i>6d: Engage in continuous, collaborative learning to inform practice.</i> <i>6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</i>								

Use of Assessments

Assessment Templates used in the Continuing Program Review should be submitted as separate documents. Abbreviated versions without data are available for use. No data are required for this documentation.

Planned use of assessment results to improve candidate and program performance

This initial certification program utilizes a variety of assessments to evaluate candidates' content knowledge, professional and pedagogical knowledge, skill, and dispositions, and impact on student learning. Analysis of program data will be used to determine to what degree candidates meet the criteria established by the 2020 NAEYC Professional Standards and Competencies for initial certification, as well as the requirements set by the state of South Carolina. Candidates will demonstrate proficiency in all NAEYC standards through various assessments, including the Praxis II content exam for early childhood, grade requirements for required courses, lesson plans in each of the four major subject areas, evaluations from university supervisors of student teachers/interns, teacher work samples emphasizing assessment plans, summative assessment analysis, and candidate reflections. Additionally, candidates will complete case studies that emphasize children and families, the Principles of Learning and Teaching (PLT) pedagogical exam for early childhood, and a literacy impact project. At the beginning of each academic year, early childhood education professors, along with the department chair and dean, meet to discuss and analyze data collected over the past year, set goals for the upcoming year, and suggest necessary changes to improve the program of study based on program data collected for CAEP and the Early Childhood SPA assessments, and relevant data collected for SACSCOC. We also meet throughout the academic year to revisit data, analyze progress to goals, and further discuss the implementation of suggestions. Finally, the early childhood coordinator submits program data to the SACSCOC accreditation data coordinator at Lander University each fall, offering further opportunity to analyze program-level data and revise goals for the program. Faculty stay abreast of content and pedagogical knowledge through professional development, research, readings, and supervision experiences in the field.

Changes of Additions to the Program

Commentary for program (modifications only)

List of Assessments

Please list all assessments required by the institution that align with the [Specialty Area Program Approval Standards](#) (i.e., content, pedagogy, etc.)

Assessment 1 – Praxis Certification Exams

Assessment 2 – Compilation of Grades

Assessment 3 – Lesson Plans

Assessment 4 – Early Childhood Student Teacher Evaluations

Assessment 5 – Teacher Work Sample: Assessment Plan, Impact on Student Learning, and Candidate Reflection

Assessment 6 – Children and Families Case Studies

Assessment 7 – Literacy Impact Project

If the program uses the following optional assessments, please use the templates below:

Please note: These are not required assessments.

[Optional Assessment A – Praxis Subject Assessment](#)

[Optional Assessment B – Course Grades](#)

[Optional Assessment C – Transcript Analysis](#)

[Optional Assessment D – Related Program Assessment \(for related program concentrations\)](#)

All assessments must be included in this section as part of the final submission.

Appendices

Please attach a letter of approval (e.g., SACS, SC Commission on Higher Education (CHE), etc.) from other bodies as appropriate. Documents linked within the proposal may be inserted as appendices (e.g., rubrics, applicable syllabi, etc.).

Appendix A: South Carolina Commission on Higher Education Program Approval Letter

Appendix B: Optional Assessment A – Praxis Subject Assessment

Appendix C: Optional Assessment B – Course Grades

Appendix D: Early Childhood Education MAT Program of Study

Appendix E: Read to Succeed Course Alignment Table for Early Childhood Education

Appendix F: Read to Succeed Course Alignment Verification Letter

Optional Assessment A – Praxis Subject Assessment

Instructions

The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the appropriate standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the standards.

Institution Name	<i>Lander University</i>
Program Name	<i>Early Childhood Education</i>
Program Type	Master of Art in Teaching
Subject Assessment #, Title, and Required Cut Score (list multiple when appropriate)	Praxis II: Early Childhood Education (5025) = (cut score = 156) OR Praxis II: Education of Young Children (5024) = (cut score = 160) AND Principles of Learning and Teaching (PLT): Early Childhood (5621). (cut score = 157)

Part 1. Description of the Assessment

A brief description of the assessment and its use in the program. Brevity is encouraged, but the program may find it useful to emphasize the nature of assessment (e.g., planning only, planning and application, portfolio, etc.)

<i>Description of the Assessment</i>
The Praxis II exam is required by the state of South Carolina for teacher certification in Early Childhood Education. There are two test options: Early Childhood Education (5025) and Education of Young Children (5024). A passing score for Praxis 2 for the Early Childhood Education Praxis 2 (5025) is 156 and for the Education of Young Children Praxis 2 (5024) is 160. The PLT exam is required by the state of South Carolina for teacher certification in Early Childhood Education. There is one test option <i>Principles of Learning and Teaching: Early Childhood</i> (5621). A score of 157 is required to pass. The Praxis Early Childhood Education (5025) test is designed to assess the content knowledge that prospective early childhood teachers must have to support children's learning in the content areas. The test covers the breadth of material a new teacher needs to know to begin practice and is aligned with state curriculum standards and national standards,

Description of the Assessment

such as the Next Generation Science Standards and those of the National Association for the Education of Young Children (NAEYC). (<https://praxis.ets.org/test/5025.html>)

The Education of Young Children (5024) test was designed to align with the National Association for the Education of Young Children's (NAEYC) Standards for Early Childhood Professional Preparation (2009) and the Common Core State Standards. It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision making, and discovery. (<https://praxis.ets.org/test/5024.html>)

The Praxis® Principles of Learning and Teaching: Early Childhood test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a principles of learning and teaching: early childhood specialist. The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. (<https://praxis.ets.org/test/5621.html>)

Part 2. Standard Alignment

A description of how this assessment specifically aligns with the standards it is cited for in Section III.

It is appropriate to replace tables if alignment is provided by the Specialized Program Association.

Add or delete rows/tables as needed.

Standard 1: Child Development and Learning in Context	Section
Element 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	5025 = Language Arts, Math, Social Studies & Health and Physical Science, Creative and Performing Arts 5024 = Child Development and Learning
Element 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	5025 = Language Arts, Math, Social Studies, Science, & Health and Physical Science, Creative and Performing Arts 5024 = Child Development and Learning
Element 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	5025 = Social Studies 5024 = Child Development and Learning
Element 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	5025 = Language Arts, Math, Social Studies, Science, & Health and Physical Science, Creative and Performing Arts 5024 = Child Development and Learning

Standard 2: Family–Teacher Partnerships and Community Connections	Section
Element 2a: Know about, understand, and value the diversity of families.	5025 = Social Studies 5024 = Professionalism, Family, and Community

Standard 3: Child Observation, Documentation, and Assessment	Section
Element 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.	5024 = Observation, Documentation, and Assessment
Element 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.	5024 = Observation, Documentation, and Assessment

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Section
Element 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.	5024 = Professionalism, Family, and Community PLT Section: <i>Professional Development, Leadership, and Community</i>
Element 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.	5025 = Language Arts, Math, Social Studies, Science, & Health and Physical Science, Creative and Performing Arts PLT Section: <i>Instructional Process</i>
Element 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	PLT Section: <i>Students as Learners</i>

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Section
Element 5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	5025 = Language Arts, Math, Social Studies, Science, & Health and Physical Science, Creative and Performing Arts 5024 = Content Pedagogy and Knowledge

Element 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.	5025 = Language Arts, Math, Social Studies, Science, & Health and Physical Science, Creative and Performing Arts 5024 = Developmentally Appropriate Practices & Content Pedagogy and Knowledge
--	---

Standard 6: Professionalism as an Early Childhood Educator	Section
Element 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	PLT Section: <i>Professional Development, Leadership, and Community</i>
Element 6b: Know about and uphold ethical and other early childhood professional guidelines.	5024 = Professionalism, Family, and Community PLT Section: <i>Professional Development, Leadership, and Community</i>
Element 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.	PLT Section: <i>Instructional Process and Professional Development, Leadership, and Community</i>
Element 6d: Engage in continuous, collaborative learning to inform practice.	PLT Section: <i>Professional Development, Leadership, and Community</i>
Element 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	PLT Section: <i>Professional Development, Leadership, and Community</i>

Optional Assessment B – Course Grades

Institution Name	Lander University
Program Name	Early Childhood Education
Program Type	Master of Art in Teaching

Program of Study and Course Descriptions

A complete program of study and degree require catalog descriptions for included courses should be attached separately.

Part 1. Description of the Assessment

Identify the required courses chosen for inclusion and supply a rationale for the selection of this particular set of content requirements for admission.

<i>Description of the Assessment</i>
The Early Childhood Education program at Lander University offers a comprehensive curriculum designed for Early Childhood Education majors. This program includes essential courses focusing on child growth and development, introduction to early childhood, health, safety, & nutrition for young children, as well as foundational reading, math, social studies, and science pedagogy. To successfully progress through the program, must earn a minimum grade of “C” in all required courses and maintain a minimum GPA of 3.0 throughout their program of study. At the graduate level, students may earn no more than two grades of C or lower. Students may repeat courses to replace insufficient grades but may not retake a course more than two times.

Part 2. Course Alignment with Standards

Add or delete unused rows and tables as needed.

Standard 1: Child Development and Learning in Context	Required Course Number(s) and Name(s) with a specific description of how the indicated component is addressed in the course(s)
NAEYC Element 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and	EDUC 622- Advanced Child Growth and Development - This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A

linguistic domains, including bilingual/multilingual development.	major emphasis is placed upon the impact of these factors on the learning process.
NAEYC Element 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	ECED 627: Early Childhood Curriculum - This course examines foundational child development theories and their application to curriculum design for children from birth through age eight. Candidates will explore the philosophical, psychological, and historical foundations of early childhood education and learn to design and implement play-based, developmentally appropriate learning experiences that promote physical, social, emotional, and cognitive growth. Emphasis is placed on building strong family and community partnerships and understanding issues of cultural diversity, child poverty, childcare, advocacy, public policy, legislation, and professionalism in the field.
NAEYC Element 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	ECED 627: Early Childhood Curriculum - This course examines foundational child development theories and their application to curriculum design for children from birth through age eight. Candidates will explore the philosophical, psychological, and historical foundations of early childhood education and learn to design and implement play-based, developmentally appropriate learning experiences that promote physical, social, emotional, and cognitive growth. Emphasis is placed on building strong family and community partnerships and understanding issues of cultural diversity, child poverty, childcare, advocacy, public policy, legislation, and professionalism in the field. EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts.
NAEYC Element 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and	EDUC 622- Advanced Child Growth and Development - This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A

learning in cultural contexts—to make evidence-based decisions that support each child.	major emphasis is placed upon the impact of these factors on the learning process. ECED 627: Early Childhood Curriculum - This course examines foundational child development theories and their application to curriculum design for children from birth through age eight. Candidates will explore the philosophical, psychological, and historical foundations of early childhood education and learn to design and implement play-based, developmentally appropriate learning experiences that promote physical, social, emotional, and cognitive growth. Emphasis is placed on building strong family and community partnerships and understanding issues of cultural diversity, child poverty, childcare, advocacy, public policy, legislation, and professionalism in the field. EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts.
--	--

Standard 2: Family–Teacher Partnerships and Community Connections	Required Course Number(s) and Name(s) with a specific description of how the indicated component is addressed in the course(s)
NAEYC Element 2a: Know about, understand, and value the diversity of families.	ECED 627: Early Childhood Curriculum - This course examines foundational child development theories and their application to curriculum design for children from birth through age eight. Candidates will explore the philosophical, psychological, and historical foundations of early childhood education and learn to design and implement play-based, developmentally appropriate learning experiences that promote physical, social, emotional, and cognitive growth. Emphasis is placed on building strong family and community partnerships and understanding issues of cultural diversity, child poverty, childcare, advocacy, public policy, legislation, and professionalism in the field.

	EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts.
NAEYC Element 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	EDUC 622- Advanced Child Growth and Development - This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process.
NAEYC Element 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	EDUC 622- Advanced Child Growth and Development - This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Required Course Number(s) and Name(s) with a specific description of how the indicated component is addressed in the course(s)
NAEYC Element 5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts.

	EDUC 697: Teaching Mathematics to Young Children - This course emphasizes constructivist approaches to teaching mathematical concepts to young children. Candidates engage with research-based instructional strategies, developmentally appropriate practices, and effective use of manipulatives and representations. The course incorporates the National Council of Teachers of Mathematics (NCTM) standards and explores how young children build mathematical understanding through meaningful problem solving and exploration. READ 610: FOUNDATIONS IN READING - This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. READ 614: INSTRUCTIONAL PRACTICES FOR TEACHING LITERACY - This course focuses on instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements.
NAEYC Element 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.	EDUC 617: Health and Movement - This course explores essential principles of child health, nutrition, physical development, and movement from infancy through early childhood. Candidates examine childhood diseases, safety practices, and wellness guidelines, with a focus on creating supportive environments that promote healthy lifestyles and developmentally appropriate physical activity in early learning settings. EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies

	lessons that engage early learners as critical thinkers and problem solvers in real-world contexts. EDUC 697: Teaching Mathematics to Young Children - This course emphasizes constructivist approaches to teaching mathematical concepts to young children. Candidates engage with research-based instructional strategies, developmentally appropriate practices, and effective use of manipulatives and representations. The course incorporates the National Council of Teachers of Mathematics (NCTM) standards and explores how young children build mathematical understanding through meaningful problem solving and exploration. READ 610: FOUNDATIONS IN READING - This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. READ 614: INSTRUCTIONAL PRACTICES FOR TEACHING LITERACY - This course focuses on instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements.
NAEYC Element 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	EDUC 692: Teaching Science and Social Studies to Young Children - This course focuses on designing and implementing inquiry-based, hands-on science and social studies learning experiences for young children. Candidates explore historical thinking skills, crosscutting concepts, and science and engineering practices to develop disciplinary understanding aligned with the South Carolina College- and Career-Ready Standards. Theory, research, and methodology are applied to create integrated STEM, science, and social studies lessons that engage early learners as critical thinkers and problem solvers in real-world contexts.

	EDUC 697: Teaching Mathematics to Young Children - This course emphasizes constructivist approaches to teaching mathematical concepts to young children. Candidates engage with research-based instructional strategies, developmentally appropriate practices, and effective use of manipulatives and representations. The course incorporates the National Council of Teachers of Mathematics (NCTM) standards and explores how young children build mathematical understanding through meaningful problem solving and exploration. READ 610: FOUNDATIONS IN READING - This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. READ 614: INSTRUCTIONAL PRACTICES FOR TEACHING LITERACY - This course focuses on instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements.
--	---

Part 3. Grade Policy and Minimum Expectation

Submit grading policy/definitions of grades that are used by the institution or program and the minimum expectation for candidate performance (e.g., candidates must achieve a C or better in required coursework).

<i>Grade Policy and Minimum Expectation</i>
A (4.0) = Numerical score of 90-100 = Excellent: Indicates achievement of distinction. Four quality points are given per credit hour. B+ (3.5) = Numerical score of 87-89 = Very Good: Indicates achievement well above what is required for graduation. Three and a half quality points are given per credit hour. B (3.0) = Numerical score of 80-86 = Good: Indicates achievement above that required for graduation. Three quality points are given per credit hour. C+ (2.5) = Numerical score of 77-79 = Above Average: Indicates slightly above average achievement. Two and a half quality points are given per credit hour.

Grade Policy and Minimum Expectation

C (2.0) = Numerical score of 70-76 = Average: Indicates average achievement. Two quality points are given per credit hour.

D+ (1.5) = Numerical score of 67-69 = Below Average: Indicates achievement slightly below what is required for graduation. One and a half quality points are given per credit hour.

D (1.0) = Numerical score of 60-66 = Poor: Indicates achievement at a level below that required for graduation. One quality point is given per credit hour.

F (0.0) = Numerical score of 0-59 = Failure: Indicates unsatisfactory achievement. No quality points are given or are considered in computing the grade point average.

I (0.0) = Incomplete = This is assigned at the discretion of the instructor when, in the instructor's judgement, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship; it is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time.

W (0.0) = Withdrew = Indicates withdrawal from the course.

To successfully progress through the program, candidates must earn a minimum grade of "**C**" in all required courses and maintain a minimum GPA of 3.0 throughout their program of study. At the graduate level, students may earn no more than two grades of C or lower. Students may repeat courses to replace insufficient grades but may not retake a course more than two times.

Appendix D

Proposed program of study (2026-2027):

DEGREE: Master of Arts in Teaching

MAJOR: Early Childhood Education

The program of study leading to the Master's in the Art of Teaching in Early Childhood Education degree consists of coursework and other learning activities in the following areas at the 600 level:

MAJOR PROGRAM REQUIREMENTS	
ECED 627: Early Childhood Education	3
EDUC 613: Educational Assessment Through Technology	3
EDUC 617: Health and Movement	3
EDUC 622: Advanced Child Growth and Development	3
EDUC 656: Behavior and Classroom Management	3
EDUC 680: Field-Based Individual Activities	1
EDUC 692: Teaching Science and Social Studies	3
EDUC 697: Teaching Mathematics	3
EDUC 699: Clinical Practice	9
READ 610: Foundations of Reading	3
READ 612: Assessment of Reading	3
READ 614: Instructional Practice Teaching Reading	3
READ 655: Content Area Reading and Writing	3
SPED 651: Characteristics of Diverse Learners	3
TOTAL PROGRAM REQUIREMENTS	46

MAT Early Childhood Education Program Alignment to PreK - 5 SC Literacy Competencies

Please see completion instructions A through D below (row 14).	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading			
								D. Indirect Measures
Program completers understand the theoretical and evidence-based foundations or reading and writing processes and instruction	B. Insert instructional activities	project assigned reading group discussions observations reflection lesson plans written work	project assigned reading group discussions observations reflection lesson plans written work	assigned reading written work lecture group discussion				
	C. Insert potential assessments	case study observation lesson plans written work	project reflection lesson plans observations written work	written work group discussion quiz lesson plans				Efficacy survey Course Learning Reflection Survey

Program completers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.	B. Insert instructional activities	lesson plans observation reflection assigned readings group discussion	project assigned reading group discussions observations reflection lesson plans written work	lectures assigned readings written work group discussions	group discussions, lecture, wirtten work, project		
	C. Insert potential assessments	case study lesson plans written work observation	project reflection lesson plans observations written work	written work presentation lesson plans lesson plans and text set	written work, project, reflection		Efficacy survey Course Learning Reflection Survey
Program completers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning and writing instruction.	B. Insert instructional activities	observation written work group discussion assigned readings lesson plans	project assigned reading group discussions observations lesson plans written work	assigned readings written work	assigned readings, lectures, group discussions, reflections, written work		
	C. Insert potential assessments	case study lesson plans written work	project lesson plans observations written work	written work lesson plans	performance, project, written work, reflection		Efficacy survey Course Learning Reflection Survey

Program completers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	B. Insert instructional activities	lesson plans assigned readings group discussion observations	project assigned reading group discussions observations reflection lesson plans written work	assigned readings lectures group discussion written work	group discussions, assigned readings, lectures, reflections, observation, written work			
	C. Insert potential assessments	lesson plans case study reflection written work	project reflection lesson plans observations written work	presentation lesson plans written work lesson plan and text set	projects, reflection			Efficacy survey Course Learning Reflection Survey
Program completers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.	B. Insert instructional activities	lesson plans assigned readings group discussion observations written work	project assigned reading group discussions observations reflection lesson plans written work					
	C. Insert potential assessments	written work lesson plans	lesson plans written work					Efficacy survey Course Learning Reflection Survey

	B. Insert instructional activities	reflection group discussion written work assigned readings lesson plans observation	project assigned reading group discussions lesson plans reflection written work	lecture assigned reading group discussion written work reflection	group discussions, reflections, assigned reading		
Program completers improve their knowledge and practice through a recursive process of professional learning and reflecting.	C. Insert potential assessments	written work lesson plans	lesson plans written work project	lesson plans presentation written work lesson plans and text set	project, reflections		Efficacy survey Course Learning Reflection Survey

INSTRUCTIONS					
A. Insert course and program outcomes [link for samples]	B. Insert instructional activities used in courses	C. Insert how the outcome is assessed in the course		D. Map indirect measures	

1. Program standards are listed in the left column. Insert additional rows if needed. 2. Insert abbreviated course names across the top. Insert additional columns if needed. It is helpful to insert course information in the sequence in which they are typically taught.	1. Instructional activities occurring in and out of class reinforce learning objectives and prepare students for assessments. Request that faculty teaching each course list the instructional activities for each course. 2. Insert potential activities and assignments into the appropriate cells. Frequently used activities and assignments are listed below. (This list is not all-inclusive; faculty should insert any activities not found in this list.) --case study --project --assigned readings --debate --reflection --portfolio --exams --lectures --group work --group discussions	1. Request that faculty teaching each course state how student knowledge or skill is assessed in their course, as aligned with the program-level outcomes. 2. Insert potential assessment methods into the appropriate cells. Frequently used assessments are listed below. (This list is not all-inclusive; faculty should insert any activities not found in this list.) --case study --project --portfolio --exams --research project --oral presentation --performance --unit plans --video of practice --observation	Indirect measures ask students to reflect upon and report their perceptions of their gains in knowledge, skills, etc. Indirect measures may also ask others, e.g., employers, school leaders, to infer and report their perceptions of student knowledge, skills, etc. Examples of indirect measures include program completion surveys, employer surveys, and focus groups. If the program conducts surveys or focus groups with students, alumni, employers, etc., place an "x" in the cell(s) in which a part or all of the survey's (or focus group's) findings may align with a program-level outcome(s).
---	---	---	---

	--research project --oral presentation --performance --lesson/unit plans --video of practice --service learning --written work			
--	--	--	--	--

This spreadsheet contains the South Carolina Literacy Competencies for PreK - 5th Grade Classroom Teachers.

	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading	D. Indirect Measures
Standard 1: Foundational Knowledge - Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.						
Indicator 1.1 - Understand the major theories of reading and writing process development.						
<i>The teacher will be able to:</i> Identify major theories of reading and writing processes and development including The Simple View of Reading (Gough and Tumner 1986) and Ehri's 4 Phases of Word Recognition (Ehri 1996, 2014).	B. Insert instructional activities	assigned reading group discussions written work	assigned reading group discussions written work	assigned reading written work lecture		
	C. Insert potential assessments	group discussions written work	written work group discussion	written work group discussion		
<i>The teacher will be able to:</i> Identify scientifically based reading models including Scarborough's Reading Rope (Scarborough, 2001) and The Four-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989).	B. Insert instructional activities	assigned reading group discussions written work	assigned reading group discussions written work	assigned reading written work lecture		
	C. Insert potential assessments	group discussions written work	written work group discussion	written work group discussion		

<i>The teacher will be able to:</i> Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013)	B. Insert instructional activities	case study reflection	project reflection lesson plans	assigned reading	
	C. Insert potential assessments	case study observation	project observation	written work	
<i>The teacher will be able to:</i> Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.	B. Insert instructional activities	case study lesson plans assigned reading	project lesson plans assigned reading		
	C. Insert potential assessments	case study lesson plans	project lesson plans		
<i>The teacher will be able to:</i> Demonstrate an understanding that children learn about language through using language and communicating with others.	B. Insert instructional activities	reflection lesson plans assigned reading	reflection lesson plans assigned reading		
	C. Insert potential assessments	case study observation lesson plans	project observation lesson plans		

Indicator 1.2 - Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.					
<i>The teacher will be able to:</i> Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.	B. Insert instructional activities	reflection lesson plans assigned reading	lesson plans assigned reading	lecture assigned reading	
	C. Insert potential assessments	case study observation lesson plans	project observation lesson plans	lesson plans	
<i>The teacher will be able to:</i> Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.	B. Insert instructional activities	reflection lesson plans assigned reading	lesson plans	lecture assigned reading group discussion	
	C. Insert potential assessments	case study observation lesson plans	project lesson plans	written work lesson plans	
<i>The teacher will be able to:</i> Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.	B. Insert instructional activities	case study reflection assigned readings	reflection assigned reading		
	C. Insert potential assessments	case study observation	project		

<i>The teacher will be able to:</i> Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading	B. Insert instructional activities	case study reflection lesson plans	lesson plans	lecture assigned reading	
	C. Insert potential assessments	case study observation lesson plans	project lesson plans	quiz written work	
Indicator 1.3 - Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.					
The teacher will be able to: Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.	B. Insert instructional activities	assigned reading written work			
	C. Insert potential assessments	written work			

This spreadsheet contains the South Carolina Literacy Competencies for PreK - 5th Grade Classroom Teachers.							
	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading		D. Indirect Measures
Standard 2: Standards, Curriculum, and Instruction - Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.							
Indicator 2.1 - Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.							
The teacher will be able to: Use the South Carolina College- and Career- Ready (SCCCR) Standards for EnglishLanguage Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.	B. Insert instructional activities	lesson plans	lesson plans	lecture written work			
	C. Insert potential assessments	case study observation lesson plans	project observation lesson plans	lesson plans			
The teacher will be able to: Use the components of structured literacy to	B. Insert instructional activities		written work				

organize daily classroom schedules, routines and structures.	C. Insert potential assessments		observation				
<i>The teacher will be able to:</i> Use the <i>Gradual Release of Responsibility</i> model (Pearson & Gallagher, 1983) to scaffold instruction	B. Insert instructional activities		lesson plans observation reflection				
	C. Insert potential assessments		project observation				
<i>The teacher will be able to:</i> provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of: o background knowledge (facts, concepts, prior knowledge); o language structures (morphology and syntax);	B. Insert instructional activities	lesson plans observation assigned readings	lesson plans observation assigned readings	lecture assigned readings group discussions			

o vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used); o verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and o knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).	C. Insert potential assessments	case study lesson plans	project lesson plans	written work presentation			
<i>The teacher will be able to:</i> Provide explicit and systematic instruction in word recognition skills including: o phonemic and phonological awareness (phonemes, syllables, etc.); o phonics (alphabetic	B. Insert instructional activities	lesson plans observation assigned readings	lesson plans observation assigned readings				

principle and letter to sound connections); and o sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition). o knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.	C. Insert potential assessments	case study lesson plans	project lesson plans				
<i>The teacher will be able to:</i> Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)	B. Insert instructional activities	lesson plans observation	lesson plans and text set observation	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	lesson plans and text set project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Provide opportunities for students to see, hear, and interact with oral and written language such as poetry,	B. Insert instructional activities	lesson plans assigned readings	lesson plans observation assigned readings	lectures assigned readings written work group discussions			

songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.	C. Insert potential assessments	lesson plans case study	lesson plans project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Read various genres of interesting and conceptually rich stories to children.	B. Insert instructional activities	lesson plans assigned readings	lesson plans and text set observation	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	written work lesson plans and text set project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Support students as they learn to express themselves by writing narrative and expository texts such as letters, stories, essays, reports, emails, and summaries using rich language (content vocabulary and literary language) to support comprehension.	B. Insert instructional activities	lesson plans observation	lesson plans observation assigned readings	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	project lesson plans	written work lesson plans and text set			
<i>The teacher will be able to:</i> Explicitly teach students to use features of written communication (spelling, punctuation,	B. Insert instructional activities	lesson plans observation assigned readings	lesson plans observation assigned readings				

grammar/sentence framing, handwriting) that support comprehension.	C. Insert potential assessments	case study observation lesson plans	project lesson plans assigned readings				
<i>The teacher will be able to:</i> Provide opportunities for students to be engaged in and create a variety of texts	B. Insert instructional activities	lesson plans observation	lesson plans and text set observation	lectures assigned readings written work group discussions			
	C. Insert potential assessments	case study lesson plans	project lesson plans	written work lesson plans and text set			
<i>The teacher will be able to:</i> Integrate the instruction of literacy across all content areas.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans and text set			
<i>The teacher will be able to:</i> Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans and text set			

<i>The teacher will be able to:</i> Use mentor texts to note how authors demonstrate skills used for reading and writing	B. Insert instructional activities	lesson plans assigned readings	lesson plans and text set observation assigned readings				
	C. Insert potential assessments	case study lesson plans	project lesson plans				
<i>The teacher will be able to:</i> Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.	B. Insert instructional activities		lesson plans observation assigned readings	written work assigned readings group discussions			
	C. Insert potential assessments		project lesson plans	written work			
<i>The teacher will be able to:</i> Teach children to pursue knowledge, gather information, and share what they learn.	B. Insert instructional activities		lesson plans observation assigned readings				
	C. Insert potential assessments		project lesson plans				

<i>The teacher will be able to:</i> Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children	B. Insert instructional activities		written work observation assigned readings	lectures assigned readings written work group discussions			
	C. Insert potential assessments		project	written work lesson plans and text set			
Indicator 2.2 -Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.							
<i>The teacher will be able to:</i> Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).	B. Insert instructional activities	case study observation lesson plans written work					
	C. Insert potential assessments	case study lesson plans					
<i>The teacher will be able to:</i> Teach using whole group, small group, and individual student instruction.	B. Insert instructional activities	lesson plans observation reflection assigned readings	lesson plans observation assigned readings	lectures assigned readings written work group discussions			

	C. Insert potential assessments	case study lesson plans	project lesson plans	written work lesson plans			
<i>The teacher will be able to:</i> Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing	B. Insert instructional activities	observation reflection assigned readings					
	C. Insert potential assessments	case study lesson plans					
<i>The teacher will be able to:</i> Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.	B. Insert instructional activities		assigned readings group discussion written work	lectures assigned readings written work group discussions			
	C. Insert potential assessments		written work	written work lesson plans			
<i>The teacher will be able to:</i> Use data to individualize instruction for students with disabilities to the areas of the student's specific need.	B. Insert instructional activities				lectures, written work, project		
	C. Insert potential assessments				written work, project		

<i>The teacher will be able to:</i> Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).	B. Insert instructional activities				group discussions, project		
	C. Insert potential assessments				project		
<i>The teacher will be able to:</i> Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.	B. Insert instructional activities				lecture, written work, project		
	C. Insert potential assessments				project		
Indicator 2.3 - Demonstrate an understanding of text complexity.							
<i>The teacher will be able to:</i> Consider the appropriateness of complexity when selecting texts for whole and small group instruction.	B. Insert instructional activities	assigned readings group discussions	assigned readings written work group discussions	lectures assigned readings written work group discussions			

	C. Insert potential assessments	case study lesson plans	written work lesson plans	written work lesson plans			
<i>The teacher will be able to:</i> Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)	B. Insert instructional activities	lesson plans observation	text-set written work	lectures assigned readings written work group discussions			
	C. Insert potential assessments	case study lesson plans	written work lesson plans and text set	written work lesson plans			
<i>The teacher will be able to:</i> Integrate texts from other content areas when appropriate.	B. Insert instructional activities		text-set lesson plans	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans and text set	written work lesson plans and text set			
<i>The teacher will be able to:</i> Select developmentally appropriate and progressively complex texts to help students build reading stamina.	B. Insert instructional activities	lesson plans observation assigned readings	text-set lesson plans reflection	lectures assigned readings written work group discussions			
	C. Insert potential assessments	case study lesson plans	lesson plans and text set	written work lesson plans and text set			

<i>The teacher will be able to:</i> In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.	B. Insert instructional activities		lesson plans reflection assigned readings	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Use texts that represent all learners.	C. Insert instructional activities	lesson plans reflection	text-set lesson plans reflection	lectures assigned readings written work group discussions			
	D. Insert potential assessments	case study lesson plans	lesson plans and text set	written work lesson plans and text set			
Indicator 2.4 - Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.							
<i>The teacher will be able to:</i> Create an environment that emphasizes reading as a meaning making process where students think critically about text.	B. Insert instructional activities		assigned readings written work	lectures assigned readings written work group discussions			
	C. Insert potential assessments		written work	written work presentation			

<i>The teacher will be able to:</i> Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work presentation			
<i>The teacher will be able to:</i> Provide opportunities for children to observe, question, search, record, and retrieve important information.	B. Insert instructional activities		lesson plans assigned readings				
	C. Insert potential assessments		lesson plans				
<i>The teacher will be able to:</i> Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			

<i>The teacher will be able to:</i> Engage students in conversations that support the use and comprehension of inferential language.	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work lesson plans			
<i>The teacher will be able to:</i> Explicitly engage students in developing narrative language skills.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Support reading and writing by developing oral vocabulary through student discussion opportunities.	B. Insert instructional activities	assigned readings group discussions	assigned readings group discussions				
	C. Insert potential assessments	case study lesson plans	lesson plans project				
<i>The teacher will be able to:</i> Plan and provide daily opportunities for students to interact with others about	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			

their reading, writing, and thinking	C. Insert potential assessments		lesson plans project	written work lesson plans			
<i>The teacher will be able to:</i> Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Develop instruction in language and vocabulary appropriate to the age and grade level of the students.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	lesson plans project	written work lesson plans			

<i>The teacher will be able to:</i> Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work lesson plans presentation			
<i>The teacher will be able to:</i> Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)	B. Insert instructional activities		assigned readings group discussions written work	lectures assigned readings written work group discussions			
	C. Insert potential assessments		written work	written work lesson plans presentation			
<i>The teacher will be able to:</i> Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.	B. Insert instructional activities		lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work lesson plans presentation			

<i>The teacher will be able to:</i> Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words.(Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions	lectures assigned readings written work			
	C. Insert potential assessments	lesson plans case study	lesson plans project	written work			
<i>The teacher will be able to:</i> Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings.	B. Insert instructional activities	lesson plans assigned readings	lesson plans assigned readings	lectures assigned readings written work			
	C. Insert potential assessments	case study lesson plans	lesson plans project	written work			
<i>The teacher will be able to:</i> Model language intentionally when speaking with students.	B. Insert instructional activities	assigned readings group discussions	lesson plans assigned readings				
	C. Insert potential assessments	written work	lesson plans project				

<i>The teacher will be able to:</i> Provide multiple exposures to new vocabulary.	B. Insert instructional activities	lesson plans assigned readings group discussions		lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study		written work lesson plans			
<i>The teacher will be able to:</i> Teach academic vocabulary in the context of other reading activities	B. Insert instructional activities			lectures assigned readings written work			
	C. Insert potential assessments			written work lesson plans			
Indicator 2.7 - Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.							
<i>The teacher will be able to:</i> Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to	B. Insert instructional activities		lesson plans assigned readings group discussions				

support and assist students with fluent reading.	C. Insert potential assessments		lesson plans project				
<i>The teacher will be able to:</i> Provide opportunities for children to hear a range of texts read fluently.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans	lesson plans				
<i>The teacher will be able to:</i> Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).	B. Insert instructional activities	lesson plans assigned readings	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Provide opportunities for students to reread text.	B. Insert instructional activities	observation reflection assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	written work	lesson plans project				

<i>The teacher will be able to:</i> Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
<i>The teacher will be able to:</i> Model using punctuation to guide fluent reading.	B. Insert instructional activities	observation lesson plans	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				
Indicator 2.8 - Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.							
<i>The teacher will be able to:</i> Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans			

<i>The teacher will be able to:</i> Integrate and blend content and language instruction.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans			
<i>The teacher will be able to:</i> Use student proficiency levels to guide language needs and growth.	B. Insert instructional activities	assigned readings reflection		lectures assigned readings written work group discussions			
	C. Insert potential assessments	written work case study		written work lesson plans			
<i>The teacher will be able to:</i> Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	lesson plans project	written work lesson plans			
<i>The teacher will be able to:</i> Know and understand how to support multilingual learners and immigrant students in learning to read in English.	B. Insert instructional activities	assigned readings observation reflection					

	C. Insert potential assessments	written work					
<i>The teacher will be able to:</i> Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans			
<i>The teacher will be able to:</i> Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.	B. Insert instructional activities		lesson plans assigned readings group discussions				
	C. Insert potential assessments		lesson plans project				
<i>The teacher will be able to:</i> No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.).	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions				
	C. Insert potential assessments	lesson plans case study	lesson plans project				

<i>The teacher will be able to:</i> Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).	B. Insert instructional activities	lesson plans assigned readings group discussions	lesson plans assigned readings group discussions	lectures assigned readings written work group discussions			
	C. Insert potential assessments	lesson plans case study	lesson plans project	written work lesson plans			
<i>The teacher will be able to:</i> Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.	B. Insert instructional activities			lectures assigned readings written work group discussions	group discussion, written work		
	C. Insert potential assessments			written work lesson plans	reflection, project		
<i>The teacher will be able to:</i> Scaffold both interpretive and expressive academic language.	B. Insert instructional activities			lectures assigned readings written work group discussions			
	C. Insert potential assessments			written work lesson plans			
<i>The teacher will be able to:</i> Use native languages to leverage success in the target language and encourage	B. Insert instructional activities			lectures assigned readings written work group discussions			

parallel growth in both languages.	C. Insert potential assessments			written work			
<i>The teacher will be able to:</i> Use diverse and multicultural texts.	B. Insert instructional activities		lesson plans and text set assigned readings	lectures assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans and text set	written work lesson plans and text sets			
<i>The teacher will be able to:</i> Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				reflection		
<i>The teacher will be able to:</i> Know and respect students, their backgrounds, their experiences, and their	B. Insert instructional activities	lesson plans assigned readings	lesson plans assigned readings	lectures assigned readings written work group discussions			

<i>The teacher will be able to:</i> Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.	B. Insert instructional activities		lesson plans assigned readings group discussions	assigned readings written work group discussions			
	C. Insert potential assessments		lesson plans project	written work			
<i>The teacher will be able to:</i> Determine best practices during synchronous and asynchronous learning.	B. Insert instructional activities		lesson plans assigned readings group discussions written work				
	C. Insert potential assessments		lesson plans project written work				

This spreadsheet contains the South Carolina Literacy Competencies for PreK - 5th Grade Classroom Teachers.

	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading		D. Indirect Measures
Standard 3: Assessment, Evaluation, and Progress Monitoring - Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.							
Indicator 3.1 - Understand types of assessments and their purposes, strengths, and limitations.							
<i>The teacher will be able to:</i> Demonstrate an understanding of formal and informal assessments.	B. Insert instructional activities				assigned readings, lectures, group discussions, written work		
	C. Insert potential assessments				reflections, written work		
<i>The teacher will be able to:</i> Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).	B. Insert instructional activities				assigned readings, lectures, written work		
	C. Insert potential assessments				reflections, written work		
<i>The teacher will be able to:</i> Identify the basic technical adequacy of	B. Insert instructional activities				assigned readings, lectures, written work		

assessments (e.g., reliability, validity, fairness).	C. Insert potential assessments				reflections, written work		
<i>The teacher will be able to:</i> Demonstrate an understanding of	B. Insert instructional activities				assigned readings, lectures, written work		
intended score use and interpretation (e.g., norm- vs criterion-referenced).	C. Insert potential assessments				reflections, written work		
Indicator 3.2 - Select/develop and administer assessments for specific purposes.							
<i>The teacher will be able to:</i> Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.	B. Insert instructional activities			assigned readings written work	assigned readings, lectures		
	C. Insert potential assessments			written work lesson plans	performance, project		
<i>The teacher will be able to:</i> Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.	B. Insert instructional activities	observation assigned readings	observation assigned readings	assigned readings written work	group discussions		
	C. Insert potential assessments	case study lesson plans	lesson plans project	written work lesson plans	performance, project		
<i>The teacher will be able to:</i> Systematically monitor students' progress using	B. Insert instructional activities				group discussions		

promote student self-reflection.							
<i>The teacher will be able to:</i> Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.	B. Insert instructional activities			assigned readings written work	assigned readings, lectures		
	C. Insert potential assessments			written work lesson plans	project, reflection		
<i>The teacher will be able to:</i> Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.	B. Insert instructional activities				assigned readings, written work		
	C. Insert potential assessments				written work		
<i>The teacher will be able to:</i> Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.	B. Insert instructional activities			assigned readings written work	assigned readings, written work		
	C. Insert potential assessments			written work lesson plans	project, reflections		
<i>The teacher will be able to:</i> Collaborate with other reading professionals to modify instruction and to plan and evaluate	C. Insert instructional activities	assigned readings group discussions written work	assigned readings group discussions written work		group discussions, reflections		

interventions based on assessment data.	D. Insert potential assessments	written work	written work		performance, project		
<i>The teacher will be able to:</i> Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.	B. Insert instructional activities			assigned readings written work	group discussions, reflection		
	C. Insert potential assessments			written work lesson plans and text set	project, performance		
<i>The teacher will be able to:</i> Use assessment data to reflect on teaching as well as student learning, where appropriate.	B. Insert instructional activities	lesson plans assigned readings	lesson plans assigned readings		group discussions, reflections		
	C. Insert potential assessments	lesson plans case study	lesson plans project		project, performance		
Indicator 3.4 - Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.							
<i>The teacher will be able to:</i> Provide substantive and dynamic feedback to students, families, and vested others.	B. Insert instructional activities				group discussions, reflections		
	C. Insert potential assessments				project		
<i>The teacher will be able to:</i> Communicate regularly and provide	B. Insert instructional activities				group discussions, reflections		

feedback to students and families on overall performance, progress toward the SCCCR Standards.	C. Insert potential assessments				project		
<i>The teacher will be able to:</i> Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.	B. Insert instructional activities				group discussions, reflections		
	C. Insert potential assessments				performance		
<i>The teacher will be able to:</i> Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.	B. Insert instructional activities	observation written work group discussion assigned readings	observation written work group discussion assigned readings		group discussions, reflections		
	C. Insert potential assessments	written work	written work		project		
<i>The teacher will be able to:</i> Interpret patterns in students' data.	B. Insert instructional activities	observation written work group discussion	observation written work group discussion		lecture, written work		
	C. Insert potential assessments	written work	written work		project		
<i>The teacher will be able to:</i> Set goals across content areas and literacy	B. Insert instructional activities	written work assigned readings	written work assigned readings				

improvement initiatives
to enhance instruction.

C. Insert potential assessments	case study	project				
---------------------------------------	------------	---------	--	--	--	--

This spreadsheet contains the South Carolina Literacy Competencies for PreK - 5th Grade Classroom Teachers.

	A. Insert course names & #s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading		D. Indirect Measures
Standard 4: Literacy Perspectives - Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.							
Indicator 4.1 -Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.							
<i>The teacher will be able to:</i> Embed perspectives of those with individual differences within instruction.	B. Insert instructional activities		lesson plans assigned readings observation	assigned readings written work group discussions lectures			
	C. Insert potential assessments		lesson plans project	written work lesson plans			
<i>The teacher will be able to:</i> Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.	B. Insert instructional activities		lesson plans assigned readings observation	assigned readings written work group discussions lectures			
	C. Insert potential assessments		lesson plans project	written work lesson plans and text set			
<i>The teacher will be able to:</i> Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.	B. Insert instructional activities		lesson plans assigned readings observation				
	C. Insert potential assessments		lesson plans project				

Indicator 4.2 - Demonstrate an understanding of how individual differences influence reading and writing development.						
<i>The teacher will be able to:</i> Engage in professional learning on how personal beliefs impact reading and writing development.	B. Insert instructional activities	assigned reading group discussion reflection	assigned reading group discussion reflection	assigned readings lecture reflection		
	C. Insert potential assessments	reflection	reflection	reflection		
<i>The teacher will be able to:</i> Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.	B. Insert instructional activities	lesson plans reflection	lesson plans reflection	assigned readings written work lecture	assigned readings, written work, lecture	
	C. Insert potential assessments	lesson plans case study	lesson plans project	written work lesson plans and text sets	project	
<i>The teacher will be able to:</i> Recognize the ways in which personal beliefs interact with reading and writing development.	B. Insert instructional activities	assigned reading group discussion reflection	assigned reading group discussion reflection	assigned readings lecture reflection	assigned readings, lectures, group discussions, reflections	
	C. Insert potential assessments	reflection	reflection	reflection	project	
Indicator 4.3 - Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.						
<i>The teacher will be able to:</i> Recognize the multiple influences of culture and environment on student learning.	B. Insert instructional activities	assigned reading group discussion reflection	assigned reading group discussion reflection			
	C. Insert potential assessments	reflection	reflection			
Indicator 4.4 - Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).						
<i>The teacher will be able to:</i> Include and engage families and the community in classroom life.	B. Insert instructional activities				assigned readings, group discussions	
	C. Insert potential assessments				reflections	

<i>The teacher will be able to:</i> Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.	B. Insert instructional activities				group discussions		
	C. Insert potential assessments				reflections		
<i>The teacher will be able to:</i> Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic, and cultural experiences.	B. Insert instructional activities	assigned reading group discussion reflection	assigned reading group discussion reflection				
	C. Insert potential assessments	reflection	reflection				
Indicator 4.5 - Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.							
<i>The teacher will be able to:</i> Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.	B. Insert instructional activities			lecture assigned readings written work group discussion			
	C. Insert potential assessments			written work			
<i>The teacher will be able to:</i> Recognize the relationship between first and second language acquisition and literacy development.	B. Insert instructional activities			lecture assigned readings written work group discussion			
	C. Insert potential assessments			written work			
Indicator 4.6 - Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.							
<i>The teacher will be able to:</i> Create an inclusive environment that values	B. Insert instructional activities	assigned reading group discussion written work	assigned reading group discussion written work				

the assets that each student brings to the community.	C. Insert potential assessments	written work	written work				
<i>The teacher will be able to:</i> Differentiate and accommodate instruction to meet the needs of multilingual learners.	B. Insert instructional activities		lesson plans assigned readings group discussion observations				
	C. Insert potential assessments		lesson plans				
<i>The teacher will be able to:</i> Emphasize characteristics of multilingual learners that may influence their success in school.	B. Insert instructional activities			lecture observation assigned readings			
	C. Insert potential assessments			written work			
Indicator 4.7 - Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.							
<i>The teacher will be able to:</i> Differentiate instruction to meet the needs of all students.	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations	assigned readings lectures group discussion written work			
	C. Insert potential assessments	lesson plans case study	lesson plans	presentation lesson plans written work			
<i>The teacher will be able to:</i> Use multiple sources of information to develop a comprehensive	B. Insert instructional activities	assigned readings group discussion observations	assigned readings group discussion observations	assigned readings lectures group discussion written work	observation, written work		

understanding of students' strengths and needs.	C. Insert potential assessments	written work	written work	presentation lesson plans written work	project, reflection		
<i>The teacher will be able to:</i> Teach cognitive and metacognitive strategies to support learning and independence.	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations	assigned readings lectures group discussion written work			
	C. Insert potential assessments	lesson plans case study	lesson plans project	presentation lesson plans written work			

	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading		D. Indirect Measures
Standard 5: Literate Environment - Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.							
Indicator 5.1 - Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.							
The teacher will be able to: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	B. Insert instructional activities		lesson plans assigned readings reflection observations				
	C. Insert potential assessments		lesson plans				
Indicator 5.2 - Recognize the importance of an emotionally safe environment.							
The teacher will be able to: Promote an environment that encourages risk-taking and includes choice, relevant to student interests.	B. Insert instructional activities	assigned readings written work	assigned readings written work				
	C. Insert potential assessments	written work	written work				
The teacher will be able to: Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				
The teacher will be able to: Provide frequent opportunities for students	B. Insert instructional activities	lesson plans assigned readings	lesson plans assigned readings				

to share and talk with each other about their learning as they read and write across content areas.		group discussion observations	group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				
<i>The teacher will be able to:</i> Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.	B. Insert instructional activities	assigned readings written work	assigned readings written work				
	C. Insert potential assessments	written work	written work				
<i>The teacher will be able to:</i> Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				
<i>The teacher will be able to:</i> Develop learning experiences where curiosity and exploration are valued.	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				
	B. Insert instructional activities	assigned readings written work	assigned readings written work				

<i>The teacher will be able to:</i> Reinforce and reward effort.	C. Insert potential assessments	written work	written work				
<i>The teacher will be able to:</i> Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.	B. Insert instructional activities	assigned readings written work	assigned readings written work				
	C. Insert potential assessments	written work	written work				
Indicator 5.3 - Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.							
<i>Provide an environment that ensures student access to traditional print and digital text.</i>	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				
<i>Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.</i>	B. Insert instructional activities	assigned readings written work	assigned readings written work				
	C. Insert potential assessments	written work	written work				
<i>Create an environment for children to engage independently in reading, writing, speaking, and listening daily.</i>	B. Insert instructional activities	assigned readings written work	assigned readings written work				
	C. Insert potential assessments	written work	written work				
<i>Develop and use routines to provide and maintain</i>	B. Insert instructional activities		assigned readings written work				

<i>positive learning environments for reading and writing instruction.</i>	C. Insert potential assessments		written work				
<i>Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.</i>	B. Insert instructional activities	lesson plans assigned readings group discussion observations	lesson plans assigned readings group discussion observations				
	C. Insert potential assessments	lesson plans	lesson plans				

This spreadsheet contains the South Carolina Literacy Competencies for PreK - 5th Grade Classroom Teachers.

	A. Insert course names & #'s in columns and program outcomes in rows	READ 610 - Foundations in Reading	READ 614 - Instructional Practices Teaching Reading	READ 655 - Content Area Reading and Writing	READ 612 - Assessment of Reading		D. Indirect Measures
Standard 6: Professional Learning, Professional Reflection, and Collaboration - Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.							
Indicator 6.1 - Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.							
<i>The teacher will be able to:</i> Apply learning from professional inquiry and research.	B. Insert instructional activities		assigned readings reflection written work	assigned reading group discussion reflection written work			
	C. Insert potential assessments		written work	written work reflection presentation lesson plans and text set			
Indicator 6.2 - Demonstrate an understanding that collaborating with educators is important to professional growth.							
<i>The teacher will be able to:</i> Participate and collaborate with educators within Professional Learning Communities (PLCs).	B. Insert instructional activities		assigned readings reflection group discussion written work	group discussion			
	C. Insert potential assessments		written work	presentation			
<i>The teacher will be able to:</i> Participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).	B. Insert instructional activities		assigned readings reflection group discussion written work				
	C. Insert potential assessments		written work				

<i>The teacher will be able to:</i> Collaborate with instructional leaders and colleagues in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.	B. Insert instructional activities	reflection group discussion written work	reflection group discussion written work				
	C. Insert potential assessments	written work	written work				
<i>The teacher will be able to:</i> Collaborate with instructional leaders and colleagues in professional learning communities to create daily lesson plans and long-range curriculum plans.	B. Insert instructional activities		reflection group discussion				
	C. Insert potential assessments		lesson plans				
Indicator 6.3 - Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.							
<i>The teacher will be able to:</i> Reflect on student progress towards learning goals and expectations to make instructional decisions.	B. Insert instructional activities		assigned readings reflection written work		group discussion, reflection		
	C. Insert potential assessments		written work		project, reflection		
<i>The teacher will be able to:</i> Collaborate with other teachers and support personnel to	B. Insert instructional activities		reflection group discussion written work		group discussion, reflection		

respond to students' specific needs, based on data.	C. Insert potential assessments		written work		project, reflection		
<i>The teacher will be able to:</i> Demonstrate effective use of technology as an instructional practice for improving student learning.	B. Insert instructional activities		reflection lesson plans	group discussion written work			
	C. Insert potential assessments		lesson plans	written work			
<i>The teacher will be able to:</i> Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.	B. Insert instructional activities	assigned readings reflection lesson plans	assigned readings reflection lesson plans	lecture assigned reading group discussion written work	assigned readings		
	C. Insert potential assessments	lesson plans	lesson plans	lesson plans written work	project, reflection		
Indicator 6.4 - Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.							
<i>The teacher will be able to:</i> Demonstrate professionalism on technology and social media platforms.	B. Insert instructional activities			group discussions	group discussion		
	C. Insert potential assessments			written work	project		
<i>The teacher will be able to:</i> Work collaboratively with families, colleagues, and community members to support	B. Insert instructional activities	group discussion observation			group discussion		
	C. Insert potential assessments	written work			project		

students' reading and writing growth.							
<i>The teacher will be able to:</i> Identify personal attitudes toward family involvement.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				reflection		
<i>The teacher will be able to:</i> Acquire knowledge of why families may or may not participate in school activities.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				reflection		
<i>The teacher will be able to:</i> Recognize that engagement may look different for each family.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				reflection		
<i>The teacher will be able to:</i> Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.	B. Insert instructional activities				group discussion, reflection		
	C. Insert potential assessments				project		
<i>The teacher will be able to:</i> Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				project		

<i>The teacher will be able to:</i> Ensure the communication system includes translation and interpretation services as needed.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				project		
<i>The teacher will be able to:</i> Invite families into the classroom to share their expertise.	B. Insert instructional activities				group discussion		
	C. Insert potential assessments				reflection		

This letter has been included to show that the literacy courses listed in this program have already been approved for the MAT in SPED. The alignment tables above will be submitted to SCDE so the courses can be approved for the MAT in Early Childhood Education.



December 5, 2025

Dr. Stephen Bismarck Dean,
College of Education Lander
University
320 Stanley Ave
Greenwood, SC 29649 Dear

Dr. Bismarck:

Thank you for the recent submission of the Read to Succeed (R2S) alignment workbooks and course syllabi for Lander University's BS and MAT in Special Education: Multi-categorical. The documentation presents instructional activities and potential assessments aligned with each competency detailed in the South Carolina Literacy Competencies for PreK–5th Grade Classroom Teachers (PK–Grade 5 Literacy Competencies). The South Carolina Department of Education (SCDE) has reviewed the workbook and determined that the course sequence satisfies the requirements outlined in the amended Read to Succeed and revised Literacy Competencies.

Please note this review process verifies the pre-service coursework and syllabi submitted align with the PK–Grade 5 Literacy Competencies. This process does not verify whether the courses and syllabi meet specific literacy requirements outlined in the legislation. That process will be conducted as a part of the cyclical accreditation process.

Below is a listing of the courses submitted and approved for the BS and MAT in Special Education:

Multi-categorical. These courses and course sequence are now considered part of the approved program. Any changes to these R2S course sequences must be submitted to the SCDE for approval prior to implementation. Any course changes must align with the requirements of the amended R2S Act and the PK–Grade 5 Literacy Competencies. Please note, candidates must earn a grade of “C” or better on all R2S coursework.

Please review the course prefix, number, name, and credit hours, and confirm through email the information is correct. Should your institution propose any changes to the verified courses, please notify Jessica McLees (Jmclees@ed.sc.gov) with any modifications prior to implementation.

BS in Special Education: Multi-categorical

- EDUC 300: Content Area Reading and Writing (3 credit hours)
- EDUC 321: Foundations of Reading (3 credit hours)
- EDUC 345: Instruction of Reading and Writing (3 credit hours)
- SPED 321: Assessment and Teaching Reading to Needs (3 credit hours)

MAT in Special Education: Multi-categorical

- READ 610: Foundations in Reading (3 credit hours)
- READ 612: Assessing and Teaching Reading to Needs (3 credit hours)
- READ 614: Instructional Practices for Teaching Literacy (3 credit hours)
- READ 655: Methods of Teaching Content Area Reading & Writing (3 credit hours)

Thank you, again, for your diligence and commitment in complying with the requirements of the amended R2S Act. This work will only improve literacy instruction for teacher candidates entering the profession and the students with whom they work.

Sincerely,

Jessica S. McLees, Ph.D. Education
Associate
Office of Educator Services