### MISSION STATEMENT

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high-quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

### PROGRAMS/CLINICAL SITES

- Programs include preparation for teachers, school and business leaders, counselors, student affairs professionals, and specialists for schools and higher education.
- 5 Ph.D. programs
- 14 master’s/specialist programs
- 10 teacher-preparation programs
- 150 partner clinical experience sites in 24 school districts with 1,600 placements annually
- 13 graduate programs and a certificate program housed at the University Center of Greenville

### STUDENTS

- 526 teacher education students
- 812 master’s, specialist, Ph.D., and non-degree (re-licensure and add-on licensure) graduate students
- 84% in-state students
- Freshman admissions average SAT is 1215 in 2014–15 (200 points higher than national and South Carolina average for college-bound students).
- 3.57 is the average undergraduate GPA at admission to the professional level of the program.
- Educational leadership program awarded the highest number of Ph.D.s at Clemson last year.
- 6-year graduation rate for entering freshmen is 85% (higher than the Clemson rate and in the top 18 of public four-year universities nationally).

### PASS RATES

- 97% pass rate for teacher-preparation students on licensure tests (higher than the state average)
- 100% pass rate for school-leader students on licensure tests
- 100% pass rate on professional counselor licensure
- 98% second-year licensure teacher evaluation pass rate

### GRADUATES

- Approximately 200 new teachers annually (one of the largest annual producers of teachers in South Carolina)
- 200 master’s/specialist degrees annually
- 50 Ph.D. degrees annually
- More than 4,000 graduates serving in South Carolina public schools
- 27% of 2010–14 graduates teaching in Title 1 schools

### FACULTY

(including faculty-in-residence and clinical faculty)

- 55 tenure-track faculty
- 15 lecturers/senior lecturers
- 9 clinical faculty leading field/clinical experience
STATE AND NATIONAL EXCELLENCE

- **Accreditation** — The school is accredited by the state of South Carolina, NCATE (now the Council for Accreditation of Educator Preparation), and CACREP (Council for Accreditation of Counseling and Related Programs).
- **Emphasis Areas** — The school is the only elementary education program in the state with two emphasis areas: literacy, language and culture, and mathematics and science.
- **STEAM** — Faculty members were involved in planning a state-of-the-art STEAM (science, technology, engineering, arts, and mathematics) middle school — from developing building plans to building the curriculum — and continue the partnership through a faculty-in-residence program. STEAM efforts have received nearly $440,000 in grant funding since 2010.
- **Value** — The school has been named a 2015 best value teaching program by Best Value Schools, and the National Council on Teacher Quality has identified our undergraduate secondary program as a best value education program in South Carolina.

NATIONALLY RECOGNIZED PROGRAMS

- **Call Me MISTER®** — The school is home to Call Me MISTER, an initiative to encourage and place African-American male teachers in elementary school classrooms, with a focus on low-performing schools. Since the program began, South Carolina has seen a 75 percent increase in the number of African-American males teaching in its elementary schools. The program is now in 20 South Carolina colleges and universities and 8 colleges across the nation. Call Me MISTER has received more than $1.9 million in pledges and donations since 2010.
- **ClemsonLIFE** — Housed in the school, ClemsonLIFE provides a coordinated course of study to promote employment and independent living skills for young adults with intellectual disabilities through courses, job internships, and campus and community participation. ClemsonLIFE has received $438,000 in grant funds since 2009 and more than $450,000 in pledges and donations since 2014.
- **National Dropout Prevention Center/Network** — The NDPC/N shares solutions for school dropout prevention through its clearinghouse function, active research and evaluation projects, publications, and a variety of professional development activities and conferences. Its website — dropoutprevention.org — is the nation’s leading resource in providing effective, research-based solutions for increasing high school graduation rates. The NDPC/N has received more than $4 million in grant funding since 2006.
- **Reading Recovery** — The school is South Carolina’s center for the national program, which equips teachers to offer one-on-one literacy intervention to struggling first-graders. After a series of lessons, more than 75 percent of students catch up with their classmates. Our Reading Recovery program has received more than $3.7 million in grant funding since 2010.
- **Upstate Writing Project** — An official National Writing Project site, the Upstate Writing Project works to improve student-writing achievement by improving the teaching of writing, with signature initiatives including a summer institute for teachers and youth writing camps. Sixteen independent studies demonstrate that students of teachers who receive professional development from a National Writing Project site improve writing abilities. The Upstate Writing Project has received over $1.2 million in grants since 2009.

GRANTS AND EXTERNAL FUNDING

- $15.4 million in research grant submission (2014–15)
- $3.2 million in grant awards (2014–15)

NATIONAL PUBLICATIONS

- 2.4 scholarly (peer-reviewed) published works per tenure-track faculty member (2014–15)
- 141 total scholarly publications (2014–15)

NATIONAL AWARDS AND LEADERSHIP

- 16 faculty recipients of national awards for teaching, research, and service in last two years
- 3 faculty appointed to leadership positions of national research associations in last two years
- 12 student recipients of state and national awards (2014–15)
- 21 alumni recipients of state and national awards (2014–15)
Where We Are Going

THREE- TO FIVE-YEAR GOALS

• Develop external funding through interdisciplinary collaborative research with other disciplines, schools, industry, and other universities.
• Lead a Clemson-wide effort that will establish STEAM initiatives in South Carolina’s most underserved communities.
• Evaluate the impact of graduates in their respective fields, including the impact teachers and school leaders have on education in South Carolina and beyond.
• Develop partnerships through gifts and endowments that will enable the Moore School of Education to establish cutting-edge programs that will impact education in underserved schools and enhance the economic development of our state and nation.
• Collaborate with South Carolina community and business groups to improve educational outcomes for all our children — from birth to workforce readiness.
• Establish a professional development schools network to provide professional development for school teachers and leaders, enhance educator preparation, and impact preschool–grade 12 learning and development as well as career and economic development.

Message from the Founding Dean

GEORGE J. PETERSEN, PH.D.

The Eugene T. Moore School of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We also see a significant role for our school in the economic development of our state and nation, and we embrace Clemson University’s land-grant mission to better the lives of South Carolina citizens. We are honored to be a part of this work.

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