Message from the Founding Dean

Clemson University’s new College of Education is a transformative leader in systematically improving education, beginning at birth. We educate teachers, counselors and leaders for P-12 schools; prepare counselors to serve in communities; instruct student affairs practitioners, administrators and faculty to serve in higher education; and prepare training and development specialists for business and industry.

Education is at the center of workforce development and the economic prosperity of our state. It is because of this that we strive for excellence in everything we do. Our programs are widely recognized nationally, with recent top 10 rankings in U.S. News & World Report, College Magazine and other periodicals, and marquee programs such as ClemsonLIFE, Call Me MISTER, Reading Recovery and Upstate Writing Project continue to have statewide and national influence.

Clemson’s College of Education demonstrates excellence through a variety of innovative endeavors. We have started the first university-led teacher residency program in South Carolina, which will be dedicated to enhancing teacher preparation and increasing teacher retention and student achievement. We are working with The Citadel, Coastal Carolina University and Winthrop University to form the Consortium for Innovative Educational Practice, which will help teachers and administrators across the state earn a professional doctorate in education while addressing issues in their schools and districts. We also established South Carolina’s first STEAM education endorsement, which will have a lasting impact on workforce development.

These and all of our efforts are laser-focused on innovating to transform education – with the ultimate beneficiaries being our children and communities. I am thrilled to report on these accomplishments and ongoing efforts, and recognize that they would not be possible without the collective work of our faculty, staff, students, alumni and friends. Thank you for being a part of innovating and transforming education, and I look forward to our continued work together as we strive to be “Best in Class.”

Sincerely,

George J. Petersen
‘Best in Class’ Programs = National Rankings

Highest-rated graduate school of education in South Carolina and #4 among land-grant universities in the Southeast

U.S. News & World Report, 2018

M.Ed. in Teaching and Learning program ranked #1 online graduate education program in the United States

U.S. News & World Report, 2018

Ranked #3 online Master’s in Early Childhood Education degree program in the nation

The Best Schools, 2018

Ranked #5 Bachelor’s in Secondary Education degree program in the country

College Choice, 2018

 Ranked #8 best college for education majors in the nation

College Magazine, 2017

B.A. in Special Education program ranked among 25 best Bachelor’s in Special Education programs in the United States

Best Education Degrees, 2017

Identified as one of the best value colleges for teaching degrees, coming in at #29

Best Value Schools, 2018

CLEMSON UNIVERSITY COLLEGE OF EDUCATION
Innovation: Teacher Residency

Introducing state’s first university-led residency program

The College of Education has started South Carolina’s first university-led teacher residency program, a research-based initiative to increase teacher retention and preparedness and student achievement.

Revolving around the college’s new five-year combined degree option (bachelor’s to master’s), the program will allow students to spend their fifth year in a year-long, classroom-based residency under the tutelage of a skilled master teacher. Currently, 16 weeks is the average time a student teacher spends full-time in a classroom before graduation.

Research has shown that spending extended time in the classroom provides a more comprehensive foundation and inspires self-confidence and mastery, and will keep budding teachers in their classrooms long after graduation.

The program will be housed in the Eugene T. Moore School of Education, committed to innovation in education, and is made possible by a gift from Darla Moore, whose father, Eugene T. Moore, had a distinguished career as a teacher, coach and principal in Lake City, South Carolina. The Moore family’s $10 million endowment has established a teacher residency pilot program in seven Upstate South Carolina districts, and the funds will continue to support the program. The development of the pilot program is the first step in a campaign to expand the teacher residency program across the state.
Innovation: Collaborative Professional Doctorate

Four universities establish Ed.D. pipeline to explore complex educational issues across state

Clemson University, Coastal Carolina University, Winthrop University and The Citadel have joined forces to provide a seamless transition from each institution’s Education Specialist (Ed.S.) degree programs to Clemson’s Doctor of Education (Ed.D.) in Education Systems Improvement Science program.

The institutions have partnered to create the Consortium for Innovative Educational Practice, with the goals of improving student outcomes by addressing ongoing, critical educational issues in the state through research initiatives and giving education practitioners the opportunity to pursue an applied professional doctoral degree.

Students completing Ed.S. programs at any of the four institutions will graduate with prerequisite courses for Clemson’s Ed.D., speeding the time of Ed.D. completion. Clemson is delivering the Ed.D. program in weekend executive seminar formats both online and at off-campus sites, including the Zucker Family Graduate Education Center in North Charleston. The program is geared to part-time students who are full-time employees and wish to remain in the school or practice setting, and will be of particular help to educators in rural, underserved areas, who have long been at a disadvantage for earning an Ed.D. because of the distance separating them from institutions that offer it.

The Ed.D. is a research program that prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession, according to the Carnegie Project on the Education Doctorate. Students in the consortium’s Ed.D. program are exploring complex, persistent problems in education, and their studies will culminate in action-based research dissertations in partnership with consortium universities and school districts.

The first cohort of students began studies in the Ed.D. program in May 2018.
Innovation: STEAM Endorsement

College introduces first STEAM endorsement in state

The S.C. Department of Education and S.C. Commission on Higher Education have approved the Clemson University College of Education’s STEAM education endorsement, making it the **first such endorsement in South Carolina**.

The endorsement acts as a seal of approval for recipients of Clemson’s STEAM teaching certification, which trains teachers to use educational approaches that incorporate STEAM — science, technology, engineering, the arts and mathematics. STEAM allows students to merge the subjects together to solve real-world problems, with early research indicating that this kind of exploration increases student motivation, engagement and STEM learning. Studies also suggest STEAM teaching produces a higher percentage of students interested in pursuing careers in math and science.

The approval of Clemson’s STEAM endorsement also opens the door for other South Carolina colleges and universities to pursue the development of similar endorsements, which will positively affect student achievement and have a lasting impact on the state’s workforce needs.

The teaching endorsement represents a major milestone in Clemson’s efforts to develop STEAM teaching practices. Prior to the endorsement, Clemson faculty members developed a STEAM Observation Rubric, a tool used by teachers to understand how well they are teaching STEAM practices. This work laid the foundation for Clemson to provide research-based tools and coursework for teachers.

The endorsement was the next logical step in Clemson’s efforts, as the districts and teachers benefiting from its STEAM-based coursework requested a way to certify their efforts. It also helps to further conceptualize STEAM, which has been difficult due to a lack of set standards for STEAM preparation.

More than 50 teachers already have taken advantage of Clemson’s STEAM education program based on the four-course sequence, which is fully online.
Visiting communities and forming lasting partnerships

A 16-member team of college administrators and professors from the College of Education embarked on its first annual “Listen and Learn” tour in March.

The team toured four schools along the Interstate 95 corridor in districts that have struggled with historically inequitable school funding: Mellichamp Elementary School in Orangeburg, Edisto High School in Cordova, J. Paul Truluck Creative Arts and Science Magnet School in Lake City, and Lamar High School in Lamar.

The goal was to get first-hand experience in some of the state’s most rural and underserved areas, to learn about these communities, and to build lasting partnerships.

The tour was the first step in a long-term commitment to help underserved schools in the state, which aligns with the mission of the College of Education, said Founding Dean George J. Petersen.

“We have a responsibility because we’re a land-grant institution,” he said. “Our moral imperative is to improve education across the state and to create sustainable models for others to use.”

The team met with teachers, principals and superintendents at each stop. The team’s first charge was to listen and learn about the schools, districts and communities. Moving forward, the team will strengthen partnerships and work together to address the needs of students and educators through innovative approaches.

“This experience means so much because Clemson is realizing, as they are leading the state, that in order to prepare our [future] teachers, we must go where we want them to go,” said Mellichamp Principal Hayward Jean. “I hope this is a trend that goes all over South Carolina and the nation.”

Petersen will continue these tours on an annual basis to visit new communities to understand the challenges faced by school leaders, teachers and students and to form lasting partnership across the state.
Innovation for the Future: The Grand Challenge

According to the Bill and Melinda Gates Foundation, “Grand Challenges” is a family of initiatives fostering innovation to solve key global health and development problems.

Clemson University is embarking on its own “Grand Challenge” to continually improve its degree offerings in ways that enhance workforce development and drive the South Carolina economy. The University will seek to expand opportunities for systematic industry engagement with academic programs and create “bridge-like” accelerated and certificate programs that combine industry engagement with expansions in high-need disciplines.

The College of Education will be a major player in this effort. While the “Grand Challenge” effort is in early stages of formation, the college hopes it will lead to the creation of interdisciplinary “Grand Challenge” majors, minors and research initiatives designed to address critical aspects of its mission to enhance areas of study that impact underserved communities. These efforts will be housed in the college and aligned with Clemson’s land-grant mission and commitment to economic development. The College of Education’s track record of innovation positions it well to succeed in this endeavor, and we are excited to join the University in serving the citizens of South Carolina and beyond.