

A Modification of Program Proposal to the
South Carolina Commission on Higher Education

**Addition of a Pre-K through 12 Teacher Certification Option
to the existing B. A. Programs in
Classics (Latin), French, German, and Spanish**

Proposed by the

Department of Languages, Literatures, and Cultures
College of Arts and Sciences
University of South Carolina – Columbia

February 1, 2007

Presented by



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University of South Carolina

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**Addition of a Pre-K through 12 Teacher Certification Option to the existing B.A.
programs in Classics (Latin), French, German, and Spanish**

Department of Languages, Literatures, and Cultures
College of Arts and Sciences
University of South Carolina – Columbia

Program Classification

Name: Add pre-K through 12 teacher certification option to each major in Classics (Latin), French, German, and Spanish

Academic Unit: Department of Languages, Literatures, and Cultures
College of Arts and Sciences
University of South Carolina – Columbia

Designation: Bachelor of Arts (4 year)

Implementation Date: Fall semester 2007

CIP Code: 161200 Classics
160901 French
160501 German
160905 Spanish

Program Status: Modification of existing programs

Designation and number of credit hours:

The University of South Carolina – Columbia (hereafter USC) proposes a teacher certification option in its existing Bachelor of Arts degrees in Classics (Latin), French, German, and Spanish to allow students majoring in one of these languages to complete requirements for pre-K through 12 teacher certification in French, German, Latin, or Spanish. The proposed teacher certification option involves adding an area of emphasis in foreign language education. In French, German, and Spanish, the current program will be identified as a general option (e.g., French major, general option) and the proposed new option will be identified as a pre-K through 12 teacher certification option (e.g.,

French major, pre-K through 12 teacher certification option). Since the Classics major already has three concentrations (Latin, Greek, and Classical Civilization), these will retain their current names and the new concentration will be identified as Classics major, Latin pre-K through 12 teacher certification option.

While most of the proposed program requirements can be completed within the existing Bachelor of Arts degrees (minimum of 120 semester hours), up to 13 semester hours may be required for some students to complete all program requirements. (The differential is a result of the student's initial proficiency placement in the freshman or sophomore foreign language sequence.) The certification option will require 124 hours for Classics, 123 hours for French, 123 for German, and 123 hours for Spanish.

Justification and need for proposed modification

Until recently, USC offered a five-year teacher education program for the preparation of secondary foreign language teachers in French, Latin, and Spanish. In this model, students completed the Bachelor of Arts degree with a major in Classics, French, or Spanish, a core of basic teacher education courses in the Bachelor of Arts program, and then the Master of Teaching (MT) degree to complete certification requirements for secondary foreign language teacher certification. Students seeking certification in German completed the Bachelor of Arts in German and then the Master of Arts in Teaching (MAT) degree. The MT program has recently been phased out because it conferred certification only in Secondary Education and was deemed inappropriate after the South Carolina Department of Education changed Foreign Language Teacher Certification from secondary to pre-K through 12.

In 2005 the South Carolina Department of Education changed the grade span for foreign language certification from secondary to pre-K through 12. In light of this new regulation, the Department of Languages, Literatures, and Cultures, in consultation with the College of Education, has determined that USC should offer an undergraduate option for foreign language teacher education similar in structure to other pre-K through 12 certification options (Art Education, Music Education, Physical Education) offered at the University. By using existing undergraduate degree programs in Classics, French, German, and Spanish, the proposed teacher certification option will provide intensive study in the content language and strong preparation in teacher education including specific study of foreign language pedagogy for pre-K through 12 grades.

We propose this option because foreign language education (**pre-K through 12**) has been and continues to be an area of critical need for the schools of South Carolina. An option for teacher certification at the undergraduate level will address the acute shortage of qualified foreign language teachers in this state.

Foreign language teachers are identified as one of the critical needs shortage areas by the S.C. Center for Education Recruitment, Retention, & Advancement for school districts in South Carolina. For example, during the 2005-06 school year school districts in South Carolina reported 240 vacancies (French, German, Latin, and Spanish). School districts were able to fill 216 (65 per cent) of the positions, but 24 positions remained unfilled.

Districts use a variety of strategies to fill these positions. Alternative certification has been a strategy employed by the South Carolina Department of Education to deal with this challenge. The Program of Alternative Certification for Educators (PACE) was established to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a critical need subject area teaching position and/or in a critical geographic area where teacher shortages exist, as determined annually by the State Board of Education. The following table shows the number of foreign language teachers employed in the PACE program (Source: South Carolina Department of Education):

Foreign Language	Total number of teachers employed in South Carolina	Number of teachers employed in the PACE program
French	668	12
German	155	2
Latin	106	2
Spanish	1304	51

We believe that graduates of a well-conceived teacher education program, integrating strong content preparation and pedagogy, will provide the state with more teacher candidates as well as candidates who will be better prepared for longevity in the profession. Providing the option within existing programs ensures that the programs meet CHE program productivity standards and also ensures that program graduates have viable career alternatives.

The primary mission of the USC is the education of the state's diverse citizens through teaching, research and creative activity, and service. The proposed teacher certification options will provide for the education of future foreign language teachers in grades pre-K through 12 in a manner that is consistent with state and national standards and earns the program accreditation from the National Council for Accreditation of Teacher Education (NCATE).

The addition of an option conferring pre-K through 12 teacher certification to the existing programs in Classics, French, German, and Spanish will be required to gain NCATE accreditation and for this reason will resemble programs at other institutions. The option will include concentration in one foreign language and involve practical and student teaching within the Columbia area schools.

Anticipated program demand and productivity:

The teacher certification option will serve the needs of many of our students. Informal surveys of 131 of our current Classics, French, German, and Spanish majors reveal that 49 students, approximately 37 per cent, would have chosen such an option if it had existed during their freshman year at USC.

5-Year Projected Student Population in Undergraduate Teacher Education Options in Foreign Languages (languages combined)

Year	2007-08	2008-09	2009-2010	2010-2011	2011-2012
Headcount Enrollment*	25 freshmen	25 freshmen 25 sophomores	25 freshmen 25 sophomores 25 juniors	25 freshmen 25 sophomores 25 juniors 25 seniors	25 freshmen 25 sophomores 25 juniors 25 seniors
Graduates*	0	0	0	25	25

* This estimate reflects students entering USC as freshmen in 2007-08. Some graduates may be produced as early as 2009-2010; students in the existing Bachelor of Arts degree programs may elect the area of emphasis in foreign language education in the sophomore year.

Assessment of extent to which proposed teacher certification option duplicates existing programs in the state:

There are numerous undergraduate foreign language teacher education programs at public and private colleges and universities in South Carolina. The following table shows the institutions of higher education in South Carolina that offer teacher training programs in foreign languages, as well as the number of undergraduates enrolled in those programs in Fall 2005 and the number of BA degrees awarded in the academic year 2004-05 (Source: Commission on Higher Education):

Institution	Language	Students enrolled Fall 2005	Graduates in 2004-05
Anderson University	Foreign Language	4	1
Bob Jones University	Spanish	5	1
Charleston Southern University	Spanish	4	
Clemson University	French		
Clemson University	German		
Clemson University	Spanish		
College of Charleston	Classics	2	

College of Charleston	French	3	
College of Charleston	German	1	
College of Charleston	Spanish	17	2
Columbia College	French		1
Columbia College	Spanish	2	
Converse College	French		
Converse College	Spanish		
Furman University	Classics	1	1
Furman University	French		
Furman University	German		
Furman University	Spanish	2	1
Lander University	Spanish	4	1
Presbyterian College	Spanish		
USC-Upstate	French	1	
USC-Upstate	Spanish	8	
Winthrop University	French		
Winthrop University	Spanish		
Wofford College	French	2	

The key factor drawn from this table is that the public and private institutions of higher education in the state of South Carolina do not produce sufficient numbers of graduates in their foreign language teacher certification programs. In 2004-05 only eight graduates were produced. Enrollments in these programs are modest and they do not supply the needed numbers of teachers. While duplicative, the proposed program will produce additional graduates who can meet an important state need with only modest new costs as most of the resources and courses are already in place and being offered.

Relationship of the proposed teacher certification option to existing programs at the proposing institution:

The proposed teacher certification option will replace the model outlined in **Justification** above. It will be structured similarly to other pre-K through 12 certification programs at the University. The Department of Languages, Literatures, and Cultures will be the unit responsible for the implementation and maintenance of the proposed option, but will **function** cooperatively with the College of Education in its role as the leader of the University's Professional Education Unit.

The existing Bachelor of Arts degrees with majors in Classics, French, German, and Spanish are well-established degree programs with the University.

The Master of Arts in Teaching (MAT) degree will remain an option for initial teacher certification at the graduate level in French, German, and Spanish. The MAT degree is

aimed at students who have already earned baccalaureate degrees in appropriate majors and who wish to prepare for the teaching profession at the graduate level.

Relationship of the proposed teacher certification option to other institutions via inter-institutional cooperation:

Because the proposed teacher certification option will be required to seek NCATE accreditation, it will necessarily resemble foreign language teacher education programs at other public institutions in this state. The Department of Languages, Literatures, and Cultures will ensure that the proposed program meets NCATE standards as well as the standards of the American Council on the Teaching of Foreign Languages (ACTFL). The Department will work cooperatively with the College of Education for appropriate student placement in practica and student teaching in Columbia-area public schools at various levels. Students in the proposed program will have access to USC summer study abroad programs in Costa Rica, France, Germany, and Spain.

Enrollment

Entrance Requirements

New freshmen who meet University admission standards are eligible for admission to the Bachelor of Arts degree program with a major in Classics, French, German, or Spanish. Students who wish to enter the Bachelor of Arts degree program with a major in Classics, French, German, or Spanish from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. Students from other USC campuses must be in good standing, have met the admission requirements for a baccalaureate degree program on the Columbia campus and have a cumulative GPA of 2.00 or higher or be in good standing and have completed at least 30 hours with a GPA of 2.00 or higher on a USC campus. Students who wish to enter one of these programs from a regionally accredited college or university outside of the USC system must meet the applicable transfer admission standards of the University. Students may not transfer any course that carries a grade of less than C.

Admission to the Professional Program

Upon completion of 60 semester hours of course work, including courses specified by the program area, the candidate may apply for admission to the Professional Program in Pre-K through 12 foreign language educations. For admission to the professional program, the candidate must:

1. successfully complete the basic skills assessment as mandated by the state of South Carolina;
2. achieve an overall GPA of 2.50 or higher;
3. achieve a GPA of 3.00 or higher and no grade lower than **C** on education courses and field experiences and courses in the student's major language
4. earn a grade of **C** or better in specific course work as required by the program area;
5. successfully complete the criminal background check that is required by the College of Education;
6. provide a written endorsement for admission from an instructor in education;
7. provide a written endorsement for admission from an instructor in the student's major language.

Certification Requirements

All students seeking a recommendation for certification must:

1. successfully complete the requirements for the degree program;
2. achieve test scores at or above the level established by the State on the program appropriate exams (Praxis II series)
3. submit scores earned on the Praxis II to the South Carolina Department of Education;
4. submit to an FBI check for prior felony convictions;
5. pay all certification fees as required;
6. successfully complete ADEPT requirements with a positive recommendation for certification.

PROJECTED TOTAL ENROLLMENT (teacher certification option across majors)								
YEAR		FALL		SPRING		SUMMER		
		Headcount	Credit	Headcount	Credit	Headcount	Credit	
2007-	08	25	375	25	375	None	None	
2008-	09	50	750	50	750	None	None	
2009-	10	75	1125	75	1125	None	None	
2010-	11	100	1500	100	1500	None	None	
2011-	12	100	1500	100	1500	None	None	

ESTIMATED NEW ENROLLMENT (teacher certification option across majors)								
YEAR		FALL		SPRING		SUMMER		
		Headcount	Credit	Headcount	Credit	Headcount	Credit	
2007-	08	5	75	5	75	none	None	
2008-	09	10	150	10	150	None	None	
2009-	10	15	225	15	225	None	None	
2010-	11	20	300	20	300	None	None	
2011-	12	20	300	20	300	None	None	

It is expected that most students in the program will be foreign language majors who choose the certification option as a means of enhancing their language study and preparing for a career.

Curriculum

Curriculum Summary

General education	53-62	hours
Foreign language major	24-36	hours
Pedagogy courses	26	hours
Student teaching	15	hours
TOTAL	118-139	hours

On the following pages are sample curricula for students majoring in Classics, French, German, or Spanish and choosing the teacher certification option. These samples assume that entering students will be placed by examination into the **122** course, which is usually possible after several years of study at the secondary level. However, students who want to be language teachers often place into intermediate level courses, so that the **122** course is not necessary.

Classics major, teacher certification option

SEMESTER 1 (15 CREDITS)	SEMESTER 2 (16 CREDITS)
LATN 122 (3) ENGL 101 (3) fine arts (3) social science (3) elective, e.g. UNIV 101 (Education section) (3) <i>semester total: (15)</i>	LATN 301 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (3) lab science (4) <i>semester total : (16)</i>
SEMESTER 3 (17 CREDITS)	SEMESTER 4 (15 CREDITS)
LATN 321 (3) for general humanities CLAS 586 (3) EDPY 401 (3) EDPY 401P (1) lab science (4) CSCE 102 (3) <i>semester total: (17)</i>	LATN 300+ (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) <i>semester total: (15)</i>
SEMESTER 5 (15 CREDITS)	SEMESTER 6 (15 CREDITS)
LATN 300+ (3) GREK 121 (3) non-American/European history (3) EDEX 491 (2) EDTE 400 (1) LATN 300+ (3) <i>semester total: (15)</i>	LATN 300+ (3) GREK 122 (3) FORL 511 (3) social science (3) FORL 472 technology in FL education (3) <i>semester total: (15)</i>
SEMESTER 7 (15 CREDITS)	SEMESTER 8 (15 CREDITS)
LATN 500+ (3) GREK 300+ (3) FORL 510 (3) Practicum FORL 448 "Internship A" elective (3) EDSE 580 (=LATN 580) or elective* (3) <i>semester totals: (15)</i>	Student teaching and seminar "Internship B" FORL 474 (12) EDSE 584 (3) <i>semester totals: (15)</i>
Cumulative Totals: 123	

Notes:

18 hrs Latin above 300 level, 6 hrs. of Greek for program requirements. General Education 53-62 hours.

The cumulative 123 total reflects all semesters with the exception of summer study (which can serve as a replacement).

* One of the following is required: ARTH 313; CLAS 340; HIST 503; HIST 504. Classics electives include: ARTH 313, History of Roman Art; ARTH 511, Etruscan Art and Archaeology; CPLT 301 (=ENGL 390), Great Books of the Western World; ENGL 393, Epic Poetry; HIST 322, Celtic & Roman Britain, 2000 B.C.-A.D. 500; HIST 501, The Ancient Near East to 323 B.C.; HIST 515, Byzantine History: 4 to 11th Centuries; HIST 518, Coinage of the Ancient World; PHIL 303, Greek and Roman Philosophy after Aristotle; PHIL 505, Plato; PHIL 506, Aristotle; RELG 301, Old Testament; RELG 302, New Testament; RELG 311, The Mission and Message of Jesus; RELG 312, The Life and Letters of Paul; RELG 313, The Johannine Literature; RELG 320, Old Testament Sacred Histories; RELG 321, Old Testament Prophets; RELG 341, Israel's Wisdom Literature; RELG 501, Religious Philosophies of the West I; RELG 502, Religious Philosophies of the West II; RELG 512, History of Western Religion.

French major, teacher certification option

SEMESTER 1 (15 CREDITS)	SEMESTER 2 (16 CREDITS)
FREN 122 (3) ENGL 101 (3) fine arts (3) social science (3) elective, e.g. UNIV 101 (3) <i>semester total: (15)</i>	FREN 209 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (3) lab science (4) <i>semester total : (16)</i>
SEMESTER 3 (15 CREDITS)	SEMESTER 4 (15 CREDITS)
FREN 210 (3) for general humanities EDPY 401 (3) EDPY 401P (1) general literature (3) lab science (4) CSCE 102 (3) <i>semester total: (17)</i>	FREN 310/311 (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) <i>semester total: (15)</i>
SEMESTER 5 (15 CREDITS)	SEMESTER 6 (15 CREDITS)
FREN 309 (3) FREN 310/311 (3) FREN 451-level lit (3) non-American/European history (3) EDEX 491 (2) EDTE 400 (1) <i>semester total: (15)</i>	FREN 452 (3) FREN elective 300 or above FORL 511 (3) social science (3) FORL 472 technology in FL education (3) <i>semester total: (15)</i>
SEMESTER 7 (15 CREDITS)	SEMESTER 8 (15 CREDITS)
FREN 453 (3) FREN 400 (3) FORL 510 (3) FREN 517 [linguistics] (3) Practicum FORL 448 "Internship A" (3) <i>semester totals: (15)</i>	Student teaching and seminar "Internship B" FORL 474 (12) EDSE 584 (3) <i>semester totals: (15)</i>
<i>Cumulative Totals: 123</i>	

Notes:

33 hours of French courses. Summer study in France can be substituted for an elective.

German major, teacher certification component

SEMESTER 1	SEMESTER 2
GERM 122 (3) ENGL 101 (3) fine arts (3) social science (3) Elective, e.g. UNIV 101 (education section) (3) <i>semester total: (15)</i>	GERM 210 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (3) lab science (4) <i>semester total: (16)</i>
SEMESTER 3	SEMESTER 4
GERM 211 (3) for general humanities EDPY 401 (3) EDPY 401P (1) general literature (3) HIST 111 or 112 (3) lab science (4) CSCE 102 (3) <i>semester total: (17)</i>	GERM 3101311 (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) <i>semester total: (15)</i>
SEMESTER 5	SEMESTER 6
GERM 340 (3) GERM 3101311 (3) GERM 401 (2) GERM 401P (1) non-American/European history (3) EDEX 491 (2) EDTE 400 (1) <i>semester total: (15)</i>	GERM 398 (3) GERM 400-level lit (3) FORL 511 (3) social science (3) FORL 472 (3) <i>semester total: (15)</i>
SEMESTER 7	SEMESTER 8
GERM 410 (3) GERM 500 (3) GERM 515 [linguistics] (3) FORL 510 (3) Practicum FORL 448 "Internship A" (3) <i>semester totals: (15)</i>	student teaching and seminar: "Internship B" EDSE 584 (3) FORL 474 (12) <i>semester totals: (15)</i>
Cumulative Totals: 123	

Notes: 36 hours of German courses. Summer study in Germany can be substituted for an elective.

Spanish major, teacher certification option

Semester 1 (15 credits)	Semester 2 (16 credits)
SPAN 122 (3) ENGL 101 (3) fine arts (3) social science #1 (3) elective (e.g., UNIV 101) (3)	SPAN 211 (6) – general humanities ENGL 102 (3) Lab science #1 (4) HIST 101 or 102 (European) (3)
Semester 3 (17 credits)	Semester 4 (15 credits)
SPAN 309 (3) SPAN 300 (3) EDPY 401 (3) EDPY 401P (1) Lab science #2 (4) CSCE 101 (3)	SPAN 310 (3) SPAN 312 (3) Philosophical reasoning (3) CSCE 102 (3) EDFN 300 (3)
Semester 5 (15 credits)	Semester 6 (15 credits)
SPAN 409 (3) EDEX 491 (2) EDTE 400 (1) General literature (3) HIST 111 or 112 (U.S.) (3) social science #2 (3)	SPAN 400 (3) SPAN 404 (3) FORL 511 (3) HIST (other than U.S./European) (3) FORL 472 technology in FL ed (3)
Semester 7 (15 credits)	Semester 8 (15 credits)
SPAN 401 (3) SPAN 515 (3) FORL 510 (3) Practicum FORL 448 "Internship A" (3) Elective (3)	student teaching and seminar: "Internship B" EDSE 584 (3) FORL 474 (12)

Notes: 36 hours of Spanish courses. Summer study abroad can be substituted for an elective.

Progression Requirements

To remain in the Bachelor of Arts degree program with a major in Classics, French, German, or Spanish, students must make satisfactory academic progress toward the degree. Students who fail to make satisfactory progress may be placed on academic probation or removed from the degree program. In addition, all students are subject to the regulations on probation, suspension, and readmission in the USC *Undergraduate Studies Bulletin* entitled "Academic Standing."

New Courses

FORL 448—Teaching Internship in Foreign Languages. Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.

FORL 472—Technology in Foreign Language Education. Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connection between Second Language Acquisition and the implementation of Internet and multimedia technologies.

FORL 474—Directed Teaching in Foreign Languages. (=EDSE 474) (12). Students apply methods of curriculum and assessment, professionalism, effective teaching and organization of instructional settings during internship in foreign language classroom.

Faculty (French)

Faculty Rank*	Highest Degree Earned	Field of Study	Teaching in Field?
Professor #1	Ph.D.	French literature	Yes
Professor #2	Ph.D.	French literature	Yes
Assoc. Prof. #1	Ph.D.	French literature	Yes
Assoc. Prof. #2	Ph.D.	French literature	Yes
Assoc. Prof. #3	Ph.D.	French literature	Yes
Assoc. Prof. #4	Ph.D.	French literature	Yes
Assoc. Prof. #5	Ph.D.	French literature	Yes
Assoc. Prof. #6	Ph.D.	French literature	Yes
Assist. Prof. #1	Ph.D.	French linguistics	Yes
Assist. Prof. #2	Ph.D.	French pedagogy	Yes
Senior Instr. #1	Ph.D.	French literature	Yes
Senior Instr. #2	M.A.	French linguistics	Yes
Senior Instr. #3	M.A.	French language	Yes
Senior Instr. #4	M.A.	French language	Yes
Senior Instr. #5	M.A.	French pedagogy	Yes
Instructor #1	M.A.	French language	Yes
Instructor #2	M.A.	French language	Yes

Faculty (German)

Faculty Rank*	Highest Degree Earned	Field of Study	Teaching in Field?
Professor #1	Ph.D.	German linguistics	Yes
Assoc. Prof. #1	Ph.D.	German literature	Yes
Assoc. Prof. #2	Ph.D.	German literature	Yes
Assoc. Prof. #3	Ph.D.	German pedagogy	Yes
Asst. Prof. #1	Ph.D.	German pedagogy	Yes
Asst. Prof. #2	Ph.D.	German literature	Yes
Senior Instr. #1	M.A.T.	German language	Yes
Instructor #1	M.A.	German language	Yes
Instructor #2	M.A.	German language	Yes

Faculty (Latin)

Faculty Rank*	Highest Degree Earned	Field of Study	Teaching in Field?
Professor #1	Ph.D.	Latin literature	Yes
Assoc. Prof. #1	Ph.D.	Latin literature	Yes
Asst. Prof. #1	Ph.D.	Classical civilization	Yes
Senior Instr. #1	M.A.	Latin language	Yes

Faculty (Spanish)

Faculty Rank*	Highest Degree Earned	Field of Study	Teaching in Field?
Professor #1	Ph.D.	Latin American literature	Yes
Professor #2	Ph.D.	Spanish literature	Yes
Assoc. Prof. #1	Ph.D.	Latin American literature	Yes
Assoc. Prof. #2	Ph.D.	Spanish literature	Yes
Assoc. Prof. #3	Ph.D.	Spanish pedagogy	Yes
Assoc. Prof. #4	Ph.D.	Spanish linguistics	Yes
Assoc. Prof. #5	Ph.D.	Latin American literature	Yes
Assoc. Prof. #6	Ph.D.	Latin American literature	Yes
Assoc. Prof. #7	Ph.D.	Spanish literature	Yes
Asst. Prof. #1	Ph.D.	Latin American literature	Yes
Asst. Prof. #2	Ph.D.	Latin American	Yes

		literature	
Asst. Prof. #3	Ph.D.	Spanish film	Yes
Asst. Prof. #4	Ph.D.	Spanish pedagogy	New Hire
Senior Instr. #1	M.A.	Spanish language	Yes
Senior Instr. #2	M.A.	Spanish language	Yes
Senior Instr. #3	M.A.T.	Spanish language	Yes
Instructor #1	M.A.	Spanish language	Yes
Instructor #2	M.A.	Spanish language	Yes
Instructor #3	M.A.	Spanish language	Yes
Instructor #4	M.A.	Spanish language	Yes
Instructor #5	M.A.T.	Spanish language	Yes
Instructor #6	M.A.T.	Spanish language	Yes
Instructor #7	M.S.	Spanish language	Yes
Instructor #8	M.A.	Spanish language	Yes
Instructor #9	M.A.	Spanish language	Yes
Instructor #10	M.A.	Spanish language	Yes

Faculty (Clinical Supervisors)

Supervisor #1	M.A.	French and Spanish Pedagogy	Yes
Supervisor #2	Ph.D.	German Pedagogy	Yes

* Tenured faculty (generally Professors and Associate Professors) and tenure-track faculty (generally Assistant Professors) hold the PhD degree and are research faculty. Senior Instructors and Instructors generally hold the MA degree and do not conduct research. Learning a foreign language involves taking many of the so-called skills courses (listening, speaking, reading, and writing), and these are often taught by faculty who do not hold the terminal degree. Research faculty teach the so-called content courses, involving literature, culture, linguistics, business, and film.

The new hire will be an Assistant Professor of Spanish, a specialist who will teach courses in foreign language pedagogy, second language acquisition, and Spanish language, and who will work with graduate and undergraduate teacher-training and certification programs.

Institutional Definition of the Full-time Equivalents: FTE is defined as a value expressing a percentage of time in hours and of funds related to a particular position as authorized by an appropriation act enacted by the General Assembly (Source: USC Division of Human Resources). Tenured and tenure-track faculty are expected to teach two courses per semester, whereas Senior Instructors and Instructors teach three or four courses per semester, depending on other duties.

Unit Administration/Faculty/Staff Support						
Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration*						
2007-2008	0	0	1	0.10	1	0.10
2008-2009	0	0	1	0.10	1	0.10
2009-2010	0	0	1	0.10	1	0.10
2010-2011	0	0	1	0.10	1	0.10
2011-2012	0	0	1	0.10	1	0.10
Faculty**						
2007-2008	1	1	55	0.125	56	1.125
2008-2009	0	0	56	0.125	56	1.125
2009-2010	0	0	56	0.125	56	1.125
2010-2011	0	0	56	0.125	56	1.125
2011-2012	0	0	56	0.125	56	1.125
Staff***						
2007-2008	0	0	5	0.10	5	0.10
2008-2009	0	0	5	0.10	5	0.10
2009-2010	5	5.0	5	0.10	10	5.10
2010-2011	0	0	10	5.10	10	5.10
2011-2012	0	0	10	5.10	10	5.10

* Department chair for Department of Languages, Literatures, and Cultures.

**Includes full-time tenured and tenure-track faculty and full-time instructors. These faculty members are already teaching courses that will be included in the program.

***Clinical supervisors currently supervise 3-5 students per semester for the M.A.T. program in Foreign Languages. As more undergraduate majors elect the teacher certification option, there will be a need to hire more clinical supervisors.

Physical Plant

No physical plant additions or modifications are needed to support the programs.

Equipment

Anticipated equipment costs (\$2,000) include one computer and printer system for the new faculty member in Spanish, who will be recruited in 2006-07.

Library Resources

The USC library (Thomas Cooper Library, hereafter TCL) has been designated a Research Library by the Association of Research Libraries. TCL is ranked 62 of the 114 North American libraries in the Association. Overall, the collection size for all USC libraries in Columbia is 3,283,749 volumes with 21,426 periodical subscriptions. TCL continues to house a separate education collection on Level 5 with reference assistance provided by the reference department on the main level. The TCL is located only one block from the College of Education, but when candidates, faculty, or staff need to access information, all resources are available for search purposes through electronic resources such as Infotrac Expanded Academic Index and Project Muse. Since TCL is a U.S. Government Document Depository, it collects documents from the US Department of Education. TCL houses the collection of federal government sponsored research reports published as the ERIC documents collection. Subject access to these reports is available through the ERIC index which can be searched from the TCL, from campus offices, from home, or from other remote locations. The TCL makes available an extensive interlibrary loan opportunity to all candidates and deliveries of those items are typically a 5-10-day turn-around. Most electronic resources are available to candidates and faculty from campus or from remote locations using a proxy server.

In addition to hard-copy and electronic resources, two librarians have responsibility for selecting, maintaining, and evaluating the collection of education resources, eight reference librarians assist students and faculty in using the education collection and one reference librarian is designated to handle bibliographic instruction requests from School of Education. One faculty librarian is designated to maintain the educational textbook collection and the education periodical display.

An interesting facet of the TCL is the 18,000 title circulating collection of children's books. In addition, the Rare Books collection houses rare children's books dating back to the 19th century and includes the Augusta Baker collection of children's books which has an emphasis on African American children's literature. The public school textbook collection, an uncataloged collection of about 1,300 textbooks for teachers to review, is also found in TCL. This collection is located adjacent to the cataloged education materials.

The 2003 NCATE Board of Examiner's review of the library resources for education programs at the University of South Carolina found that the unit's collection and library resources meet the needs for its education programs and concluded that there were no areas for improvement found in relation to library or other resources for education programs. The report also noted:

"The Thomas Cooper Library serves the education unit. This library is the university's main research library, and its holdings include over 2.6 million books, 3.6 million

microform items, and 14,000 current serials. The library is technologically sophisticated and has fully equipped electronic classrooms. In its education collection are books and periodicals in the field of education, children's books, the South Carolina public school textbook collection, dissertations and theses, and an extensive educational films collection. The library has over 34,000 education titles, including more than 250 subscriptions and standing orders to journals and other education serials. Databases useful to the unit include Reader's Guide, Kids InfoBits, ERIC, Art Index, Linguistics and Language Behavior Abstracts Library Literature, RILM Abstracts of Music Literature, Expanded Academic Health Reference, PsycInfo, Web of Science, Databases for Specific Settings or Clients, Social Work Abstracts, Higher Education Abstracts, Criminal Justice Abstracts, and Sage Family Studies Abstracts. The library makes an effort to serve all candidates, including those who enroll in distance learning courses."

There are no quantitative standards for library holdings at the university level, but the Thomas Cooper Library has more than adequate resources to support the already existing BA programs in Classics, French, German, and Spanish. The following information was provided by the Thomas Cooper Library staff:

Summary of language holdings for USC Columbia, as of October 2006

Language	Type	Volumes
French	serial volumes	21,625
French	non-serial volumes	56,791
French	Total	78,416
German	serial volumes	23,289
German	non-serial volumes	50,002
German	Total	73,291
Latin	serial volumes	1,342
Latin	non-serial volumes	9,903
Latin	Total	11,245
Spanish	serial volumes	5,335
Spanish	non-serial volumes	27,526
Spanish	Total	32,861

Accreditation

The Professional Education Unit of the University of South Carolina-Columbia is accredited through a joint agreement of the National Council for the Accreditation of Teacher Education (NCATE), the South Carolina Department of Education, and the South Carolina Commission on Higher Education. As part of the Professional Education

Unit of the University of South Carolina-Columbia, the proposed **Pre-K** through 12 foreign language teacher certification programs will be reviewed regularly as part of that process.

The options have been developed based on the standards of NCATE and the American Council on the Teaching of Foreign Languages (ACTFL). The Department has begun the process of seeking approval by the South Carolina Department of Education and plans to have the program approved by July 1, 2007.

Estimated Costs

The proposed teacher certification option will require a new faculty member with expertise in foreign language pedagogy and second language acquisition, as well as expertise in teaching Spanish. The Department of Languages, Literatures, and Cultures has received institutional approval to fill this position for fall 2007. The starting salary for this individual is expected to be \$50,000, although only 50 percent of that position will be devoted to the proposed options. The person's remaining load will be associated with the graduate foreign language programs. Other instructional costs associated with the program include hiring supervisors for clinical experiences. These additions will be necessary beginning in the third year of implementation.

New Costs to Institution and Sources of Funding

Estimated Costs by Year						
Category	1st	2nd	3rd	4th	5th	Totals
Program Administration						
Faculty Salaries	25,000	25,000	25,000	25,000	25,000	125,000
Graduate Assistants						
Clerical/Support Personnel			50,000*	50,000	50,000	150,000
Supplies and Materials						
Library Resources						
Equipment	2,000					2,000
Facilities						
Other (Identify)						
Totals	27,000	25,000	75,000	75,000	75,000	277,000
Sources of Financing by Year						
Estimated FTE Revenue generated by state						
Tuition Funding (new students only)*	37,040**	74,080	111,120	148,160	148,160	518,560
Other State Funding						

Reallocation of Existing Funds						
Federal Funding						
Other Funding						
Totals	37,040**	74,080	111,120	148,160	148,160	518,560

*** Clinical supervisors are paid \$2,000 per student supervisee, x 25 supervisees.**

**** Calculated using 2006-2007 fee schedule: \$3704 per semester for an in-state, full-time student.**

Institutional Approval

The following list identifies the institutional approval paths for this proposal. The approval dates for each institutional unit are provided.

Faculty, Department of Languages, Literatures, and Cultures, December 15,2006

Dean, College of Arts and Sciences, January 5,2007

Dean, College of Education, January 25,2007

Committee on Curricula and Courses, January 12,2007

Faculty Senate, February 7, 2007 (anticipated)

USC Board of Trustees, date _____