

August 10, 2012

Memorandum

TO: Paula Gregg, Commission on Higher Education

FROM: Fran Welch, Dean  
School of Education, Health, and Human Performance

You will find below our answers to questions posed by ACAP members. Please let me know if you would like to discuss further. We appreciate your assistance.

1. ACAP members requested a solid defense be included in the full proposal for this program being a B.S degree and not a B.A. degree. This defense was not included in the submitted full proposal.

All other undergraduate teacher education programs at the College of Charleston (early childhood, elementary, middle grades, secondary [also a cognate major] and special education) are B.S. degrees. Implementing the FLED program as a B.S. will be consistent with all other teacher education degrees.

2. More definitive justification is needed for this proposed program. The current Teacher Education concentrations in German, French & Francophone Studies, Spanish, and Classics are already approved by CHE and have certification authority by the SCDE.

Currently, we offer a 30 hour education minor for students majoring in Classics, French, German, and Spanish. Since its inception, this education minor has required credit hours equivalent to that of majors. At the request of students participating in the program and with the support of the faculty, we proposed, and the faculty approved, the Foreign Language Education cognate major. Support was overwhelming from faculty in the School of Education, Health and Human Performance (EHHP) as well as in the departments of Classics, French, Francophone, and Italian Studies, German and Slavic Studies, and Hispanic Studies in the School of Languages, Cultures, and World Affairs. These programs are all accredited by the National Council for the Accreditation of Teacher Education (NCATE) as well as by their Specialty Professional Association (SPA), the American Council on the Teaching of Foreign Languages. It is of utmost importance to the continuing development of the state and the nation for educational institutions to create pools of highly qualified foreign language teachers. This program will recruit, prepare, and support critically needed candidates who will successfully teach foreign languages in pre-kindergarten through senior high schools.

See page # 1 of the proposal

Additionally, it seems appropriate to award students a major degree when they have completed the equivalent of other majors at the College of Charleston.

3. The justification identifies the need for qualified foreign language teachers in the Charleston, Berkeley, and Dorchester counties. However, how will this proposed new program increase the number of foreign language teachers in this tri-county area if there are no changes from the current concentrations already approved for the College of Charleston?

We have seen an increase in the number of secondary education majors (all critically needed) since we converted from a minor to a cognate major. Foreign language is also a critical needs content area, and we anticipate an increase in the number of graduates completing the foreign language teacher education program. Identifying foreign language education as a major as opposed to a concentration will enable students to locate this major more readily and earlier in their college careers, thus increasing the supply of teachers to meet the demand in this critical needs area.

4. Will the current Teacher Education concentrations in German, French & Francophone Studies, Spanish, and Classics be terminated upon approval of the proposed Foreign Language Education program?

Yes

5. Chart indicating estimated TOTAL costs of the proposed program must be included. Even though the proposed program is already an approved concentration in German, French & Francophone Studies, Spanish, and Classics, CAAL and CHE members require total estimated costs and revenues for all proposed new programs.

Estimated TOTAL Costs is found on page 12 of the proposal. In this case, total costs are estimated based on the new cognate FLED major only since nothing changes relative to each of the foreign language content areas (in other words, they already exist)

6. Comparison of similar programs at public and private institutions is needed. Which institutions in SC currently offer initial certification programs in foreign language education?

Programs in foreign language teacher education are located as follows:

- Spanish: Anderson University, Bob Jones University, Charleston Southern University, The Citadel, Claflin University, Furman University, Presbyterian College, USC - Columbia, USC - Upstate, Winthrop University and Wofford College
- French: The Citadel, Clemson University, Furman University, USC - Columbia, Winthrop University and Wofford College
- German: The Citadel, Furman University and USC - Columbia
- Latin: Furman University and USC - Columbia

Many of these programs are majors. Because programs are required to be nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL) to be approved, they are comparable in required content, field and clinical experiences.

7. Table D – Administration, Faculty, Staff (p. 24 of the *Policies and Procedures for New Academic Program Approval and Program Termination*) is missing from the proposal.

Table is now included in the proposal and below for reference.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration *</b>						
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0
2017-2018	0	0	0	0	0	0
<b>Faculty</b>						
2013-2014	0	0	5	0.67	5	0.67
2014-2015	0	0	5	0.67	5	0.67
2015-2016	0	0	5	0.67	5	0.67
2016-2017	0	0	5	0.67	5	0.67
2017-2018	0	0	5	0.67	5	0.67
<b>Staff *</b>						
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0
2017-2018	0	0	0	0	0	0

\* Because of the small size of the program, program administration and clerical support are absorbed into departmental functions.

Proposed Program: Bachelor of Science in Foreign Language Education (cognate major)

Academic Unit Involved: School of Education, Health, and Human Performance

Degree Designation: Bachelor of Science (BS)

Proposed Date of Implementation: Fall 2013

CIP Code: 13.1206

Program Type: New

Site: College of Charleston Downtown Campus

Program Qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards: No

Delivery Mode: Traditional

Program Contact:

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Revised and Resubmitted August 10, 2012

## JUSTIFICATION

### A. Statement of the purposes and objectives of the major.

The College of Charleston proposes a new Foreign Language Education cognate major. To be awarded, this foreign language education cognate major will require successful completion of an approved content major in Classics, French, German, or Spanish. The Foreign Language Education cognate major will incorporate second-language acquisition theories and methods to prepare students to teach languages at the pre-kindergarten through 12<sup>th</sup> grade level. The state of South Carolina grants certification for teaching languages at the pre-kindergarten through 12<sup>th</sup> grade levels for students completing this coursework and these degrees. Currently, we offer a 30 hour education minor for students majoring in Classics, French, German, and Spanish. Since its inception, this education minor has required sufficient credit hours to be considered a major. At the request of students participating in the program and with the support of the faculty, we proposed and the faculty approved the Foreign Language Education cognate major. Support was overwhelming from faculty in the School of Education, Health and Human Performance (EHHP) as well as in the departments of Classics, French, Francophone, and Italian Studies, German and Slavic Studies, and Hispanic Studies in the School of Languages, Cultures, and World Affairs. These programs are all accredited by the National Council for the Accreditation of Teacher Education (NCATE) as well as by their Specialty Professional Association (SPA), which is the American Council on the Teaching of Foreign Languages. It is of utmost importance to the continuing development of the state and the nation for educational institutions to create pools of highly qualified foreign language teachers. This program will recruit, prepare, and support critically needed candidates who will successfully teach foreign languages in Pre-Kindergarten through Senior High Schools.

### B. Statement of need for the program in the state

The Federal No Child Left Behind Act's requirements have made staffing teaching positions difficult. In order to be classified as "highly qualified," a teacher must have at least an undergraduate degree in the content area, demonstrate content knowledge in each area taught, and be fully certified to teach. Foreign Language teachers are on the list of critical needs for South Carolina. In initiating this proposal, the Dean of the School of Education, Health, and Human Performance contacted Charleston, Berkeley, and Dorchester county districts to ask about their need for qualified foreign language teachers. The table below reflects the needs in each county.

<b>District</b>	<b>Number of Foreign Language teachers</b>	<b>Annual openings for Foreign Language teachers</b>	<b>Where are you recruiting teachers from?</b>	<b>Do you anticipate an increased need?</b>
Charleston	69	3-4	College events and online	Yes, especially for Spanish teachers and those with experience in Title I schools.
Berkeley	26	5	Attempt to recruit from in-state colleges, but mostly unsuccessful	Yes, when the economic situation improves.

Dorchester 2	28	2-3	Many are from out of state and out of the country. There is not an adequate number of teachers locally.	Yes, especially for Spanish teachers. Also, as student enrollment increases the need will increase.
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In addition to the need in the state for highly qualified foreign language teachers, the state of South Carolina has identified the need for teachers in the Action Plan. The CHE and colleges and universities in the state have identified the goals of adding a Bachelor of Science in Secondary Education for all the content majors.

C. Statement of the centrality of the program to the mission of the institution.

The mission of the College of Charleston is to meet the growing educational demands of the Lowcountry, the state, and the southeast. This major will qualify our candidates for certification and will identify them as being well-trained and knowledgeable in both of their majors: a second language and education in P-K through 12<sup>th</sup> grade.

D. Statement of the relationship of the proposed program to other majors at the College, the ways in which the new program supports the liberal arts tradition of the College, and describe any links across programs or disciplines.

Foreign Language Education candidates are already linked with two disciplines; the liberal arts nature of the language, literature, and culture of their language major, and the theories and methods of second language acquisition and applied linguistics, along with other educational theories and applications through the education cognate major. The methods course and the internships are the two culminating capstone experiences in which they combine their knowledge of the language, literature, and culture, with how to teach them to American students. These are high impact learning activities in which everything they have studied in both majors is brought together and applied.

E. Description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in South Carolina, the region, and the nation.

This change does not lead to any additional duplication between area colleges and universities since the curriculum and preparation for teaching is offered as a minor. The universities of South Carolina, Clemson, Winthrop, Furman, and Bob Jones currently offer degrees in foreign language education at the undergraduate levels. As a critical needs area and with demonstrated shortages of locally educated and trained teachers in the tri-county area, this new major program is an appropriate addition to others offered in South Carolina.

**ENROLLMENT**

A. Please state the admission criteria specific to the program (if any).

Students seeking admission to the College of Charleston Teacher Education Program must formally apply in the Office of Student Services and Certification. Until all the following requirements for admission to teacher education programs are met, candidates may not take any

teacher education program courses (except EDFS 201: Introduction to Education and EDFS 303: Human Growth and Development):

1. Completion of program-specified minimum number of general education requirements.
2. Minimum cumulative GPA of at least 2.5.
3. Passing scores on all three Praxis I tests or minimum SDE established SAT or ACT score.
4. Complete EDFS 201 with a grade of "C" or better.
5. Evidence of qualifications for teacher education program according to current Americans with Disabilities Act (ADA) requirements.
6. Three assessments of dispositions to be completed by:
  - \* One general education professor
  - \* EDFS 201 instructor
  - \* Someone knowledgeable about candidate's involvement with children/youth.
7. Supporting evidence:
  - \* Basic technology competency
  - \* Baseline self-assessment of knowledge, skills and dispositions related to the EHHP Teaching and Learning Standards.

Students must also meet the following criteria to complete the Foreign Language Education cognate major:

1. Have the required GPA in their content major prior to beginning clinical practice.
2. Have a 3.0 in their EDFS courses prior to beginning clinical practice.
3. Have a 2.5 overall GPA prior to beginning clinical practice.
4. Successfully complete the requirements for the content major (in Classics, French, German, or Spanish).

B. Projected Total Enrollment over five years should enumerate all students, including those who are already enrolled at the College, those who transfer into the new program from other majors, and those who are new to the institution and to the program.

Annual enrollments in the existing minor program have averaged 24 students over the last 10 years. We anticipate no significant change in enrollments with the change from a minor in Foreign Language Education to a cognate major in Foreign Language Education.

Table A below indicates projected enrollments and projected credit hours taken at the College, based on an average of 15 credit hours per student per semester (credit hours taken in the major are discussed in the cost and revenue comments below).

Table A. PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	24	360	24	360	0	0
2014 – 15	24	360	24	360	0	0
2015 – 16	24	360	24	360	0	0
2016 – 17	24	360	24	360	0	0
2017 – 18	24	360	24	360	0	0

The College of Charleston has limited enrollments of degree-seeking undergraduate students at the downtown campus to approximately 10,000. In that sense, no undergraduate major brings in “new students” that will increase overall enrollment, even while it may attract particular students to the College of Charleston who might not otherwise have attended. Because of that, as new majors are introduced, we continue our ongoing work of monitoring enrollments in all course sections and numbers of declared majors across campus to ensure that courses are scheduled efficiently and that faculty resources are reallocated as appropriate and necessary.

Even more importantly in the case of the proposed Foreign Language Education major, we expect that the students currently obtaining a Foreign Language Education minor will be the same students who will complete this major. For these reasons, we indicate no new student enrollments for this major. We calculate the costs and revenue for the major courses based on the projected number of majors as in Table A.

Table B “Estimated New Enrollment” differs from Table A in that enrollments projected represent only new enrollments to the College as opposed to students enrolled in other programs who change their major. Table B should be used to estimate new costs and revenues attributed to the proposed program below.

**Table B. ESTIMATED NEW ENROLLMENT**

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	0	0	0	0	0	0
2014 – 15	0	0	0	0	0	0
2015 – 16	0	0	0	0	0	0
2016 – 17	0	0	0	0	0	0
2017 – 18	0	0	0	0	0	0

**CURRICULUM**

A. This is the complete curriculum for the proposed major, distinguishing between required and elective courses. The Foreign Language Education cognate major cannot be completed as a stand-alone program. Students must also complete a content major in: Classics, French, German, or Spanish.

**Foreign Language Education major coursework (30 credits)**

- COMM 104: (3 credits) Public Speaking
- EDFS 201: (3 credits) Introduction to Education
- EDFS 303: (3 credits) Human Growth and Development
- EDFS 326: (3 credits) Technology for Teachers
- EDFS 330: (3 credits) Classroom management
- EDFS 456: (3 credits) Teaching Strategies in the content area
- EDFS 460: (12 credits) Clinical Practice Internship

**The content cognate major in Classics consists of the following requirements: (30+ credits)**

- CLAS 101 or HIST 231 Greek Civilization or Ancient Greece (prerequisite: pre-modern and modern history, 6 credits)
- CLAS 102 Roman Civilization or HIST 232 (prerequisite: pre-modern and modern history, 6 credits)
- LATN 202 (prerequisite: LATN 201)
- Four additional LATN courses at the 300-level

CLAS 401 Research Seminar in Classics

Three electives selected from the approved list of Classics Courses

In addition, students must meet the following requirements prior to beginning their clinical internship.

GPA 3.0 in EDFS classes

GPA 2.5 in Classics

GPA 2.5 overall

The content cognate major in **French** consists of the following requirements: (33+ credits)

FREN 313 French Composition and Grammar

FREN 314 French Conversation and Composition

One from: FREN 320 Survey of Francophone Literature, FREN 321 Survey of French Literature

One from: FREN 326 Survey of Francophone Civilization, FREN 327 Survey of French Civilization, or FREN 363 Advanced French Culture

One additional course from: FREN 320, 321, 326, 327, 363

FREN 341 Phonetics and Language Study

FREN 342 Advanced Grammar

Three additional FREN courses at the 400-level

FREN 495 Capstone or one additional FREN course at the 400-level

In addition, students must meet the following requirements prior to beginning their clinical internship:

GPA 3.0 in EDFS classes

GPA 3.0 in French

GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in French.

The content cognate major in **German** consists of the following requirements: (27+ credits)

GRMN 313 German Conversation

GRMN 314 German Composition and Grammar

Six GRMN courses at the 300-level or 400-level

One additional GRMN course at the 400-level

In addition, students must meet the following requirements prior to beginning their clinical internship:

GPA 3.0 in EDFS classes

GPA 2.5 in German

GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in German.

The content major in **Spanish** consists of the following requirements: (36+ credits)

SPAN 275 Spanish Skills Review

SPAN 313 Spanish Composition

SPAN 314 Spanish Conversation

SPAN 320 Introduction to Hispanic Literature

SPAN 344 Advanced Grammar and Lexicon

SPAN 381 Introduction to Spanish Linguistics

One course selected from: SPAN 322 Civilization and Culture of Spain I, SPAN 323 Civilization and Culture of Spain II, SPAN 326 Latin American Civilization and Culture I, SPAN 327 Latin American Civilization and Culture II, or SPAN 329 Current Issues in Spain or the Spanish-speaking world.

Two courses selected from: SPAN 361 Survey of Spanish Literature I, SPAN 362 Survey of Spanish Literature II, SPAN 371 Survey of Spanish-American Literature I, or SPAN 372 Survey of Spanish-American Literature II

Three additional SPAN courses at the 400-level, including at least one in literature and one in linguistics.

In addition, students must meet the following requirements prior to beginning their clinical internship:

GPA 3.0 in EDFS classes

GPA 3.0 in Spanish

GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in Spanish.

Note: The content cognate majors are the same as the regular language majors, with some specific required electives for Classics and French, specific GPA's for all the content cognate majors, and with the requirement of the Advanced Low rating on the Oral Proficiency Interview for the French, German, and Spanish majors.

B. Assessments and Learning Outcomes for the Program.

<b>Program-Level Student Learning Outcomes</b>	<b>Assessment Method and Performance Expected</b>
<p>What will students know and be able to do when they complete the major?</p>	<p>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</p>
<p><b>1. Teacher candidates prove their understanding of Language Acquisition Theories and Instructional Practices for students at the pre-kindergarten through 12th grade levels.</b></p>	<p>Teacher candidates complete lesson plans and activities that demonstrate their ability to apply language acquisition theories in their instructional practices. They complete language-specific lesson plans in their content-specific methods course during the last semester prior to the internship and in their internship. They meet the standards when they exhibit ease and flexibility in applying language acquisition theories to instructional practice, when they use a wide variety of strategies to meet the linguistic needs of their pK-12 students at various developmental levels, and when they exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.</p>
<p><b>2. Integration of Standards Into Curriculum and Instruction for pre-kindergarten through 12<sup>th</sup> grade.</b></p>	<p>Teacher candidates complete lesson plans and activities that demonstrate their ability to integrate the national student standards for foreign language learning in their instructional practices. They complete language-specific lesson plans in their content-specific methods course in the last semester prior to their internship and teach them during their internship. The lesson plans are evaluated by the foreign language education faculty. The goal areas and standards of the <i>Standards for Foreign Language Learning</i> and/or their state standards are the focus of all classroom activities that the candidates write.</p>
<p><b>3. Assessment of Languages and Cultures at the pre-kindergarten through 12<sup>th</sup> grade levels.</b></p>	<p>Teacher candidates create assessments of their students' knowledge of languages and cultures during their methods course and internship. These assessments demonstrate their students' ability to communicate in the three modes and identify the practices, products, and perspectives of the cultures they are studying. Candidates assess what students know and are</p>

	<p>able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances. Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents. The assessments are evaluated by the foreign language education faculty and cooperating teachers.</p>
<p><b>4. Evidence theoretical and practical understanding of the ways pre-kindergarten through 12<sup>th</sup> grade learners develop.</b></p>	<p>Teacher Candidates demonstrate understanding of human growth and development. They complete assessments in their mid-level education courses, EDFS 303, 326, and 330. They receive a least a “B” in each course.</p>
<p><b>Additional Outcomes or Comments:</b></p> <p><b>Students meet the required standards in their education courses by receiving at least a “B” in each course.</b></p> <p><b>They receive a rating of “met” on their ADEPT evaluations during their clinical internship.</b></p> <p><b>They receive a rating of “met” on their integrated standards portfolio for the ACTFL/NCATE standards.</b></p>	

C. Provide a list of all new courses (with number and course title) along with a catalog description for each to be included in the new program. Attach the completed COURSE FORM and a sample syllabus for each new course.

There are no new courses in this program.

**FACULTY**

A. Table C

<b>List Participating Faculty by Name and Rank</b>	<b>Highest Degree Earned</b>	<b>Field of Study</b>	<b>Teaching in Field (Yes/No)</b>
Associate Professor #1	Ph.D.	Education	Yes
Associate Professor #2	Ph.D.	French and Foreign Language Education	Yes
Assistant Professor #1	Ph.D.	Educational Policy	Yes
Assistant Professor #2	Ph.D.	Gifted and Talented Education	Yes
Adjunct #1	M.A.	Education	Yes

B. If new faculty or staff will be required to support the program, please provide a statement of the qualifications and experience necessary as well as a statement on when new personnel will be required.

No new faculty are required. Existing faculty will serve the needs of the new program.

C. Please note any changes in teaching duties for existing faculty and staff associated with the new program and explain the extent to which re-assignments may necessitate new positions to fulfill former assignments.

No changes to current assignments and duties are required.

D. Provide a plan for professional development related to the proposed program, including but not limited to release time for research, consulting, or curriculum development.

Faculty in the program can apply for research grants through the department, the school, and the college. Funding is also available for faculty to present at conferences. No additional professional development is required at this time.

E. Please complete Table D below showing for five years, the number (headcount) and full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program listing new and existing personnel separately.

<b>TABLE D: UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</b>						
<b>YEAR</b>	<b>NEW</b>		<b>EXISTING</b>		<b>TOTAL</b>	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration *</b>						
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0
2017-2018	0	0	0	0	0	0
<b>Faculty</b>						
2013-2014	0	0	5	0.67	5	0.67
2014-2015	0	0	5	0.67	5	0.67
2015-2016	0	0	5	0.67	5	0.67
2016-2017	0	0	5	0.67	5	0.67
2017-2018	0	0	5	0.67	5	0.67
<b>Staff *</b>						
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0
2017-2018	0	0	0	0	0	0

\*Because of the small size of the program, program administration and clerical support are absorbed into departmental functions.

## Costs and Revenues

As indicated earlier in the proposal, students will continue to take 30 hours in the proposed major, as they did in the minor. While the hours taken by an individual student will vary by semester and year (with 15 hours in the senior year, for instance), the majors will be grouped more or less evenly by year (sophomore, junior, and senior) and thus the credit hours taken per student can be assumed to average 10 a year in calculations of revenue.

We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of hours per year for courses required by the major itself, (c) the estimated number of sections needed annually, based on an average section size of 20-25, and (d), the faculty required annually, based on an instructional load of 6 sections per year for EHHP faculty. (We do not provide cost and revenue estimates for the cognate major in languages since that is already in place.)

### Projected Enrollments

	Headcount	Hours required by the major annually	# of sections needed (average section size of 20-25)	Faculty required annually
2013-14	24	240	4	0.67
2014-15	24	240	4	0.67
2015-16	24	240	4	0.67
2016-17	24	240	4	0.67
2017-18	24	240	4	0.67

\* Because of the small size of this program relative to other programs offered in Teacher Education and the fact that students in other programs share course sections, program administration, clerical support and the cost of supplies are absorbed into departmental functions and costs.

\*\*Calculation of Estimated FTE Revenue (\$401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds).

\*\*\* Existing faculty will continue to offer the courses required by this program, which is changing in name only.

**Table E – Total Costs to the Institution and Sources of Financing**

Estimated Costs by Year						
Category	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Totals
Program Administration*	\$0	\$0	\$0	\$0	\$0	\$0
Faculty Salaries (\$65,000 + 30% benefits representing average cost for existing faculty)	\$56,615	\$56,615	\$56,615	\$56,615	\$56,615	\$283,075
Graduate Assistants						
Clerical/Support Personnel*						
Supplies and Materials*						
Library Resources						
Equipment						
Facilities						
Other						
<b>TOTALS</b>	<b>\$56,615</b>	<b>\$56,615</b>	<b>\$56,615</b>	<b>\$56,615</b>	<b>\$56,615</b>	<b>\$283,075</b>
Sources of Financing by Year						
Estimated FTE Revenue**	\$39,625	\$39,625	\$39,625	\$39,625	\$39,625	\$198,125
Tuition Funding						
Other State Funding						
Reallocation of Existing Funds (faculty salaries)***	\$56,615	\$56,615	\$56,615	\$56,615	\$56,615	\$283,075
Federal Funding						
Other Funding						
<b>TOTALS</b>	<b>\$96,240</b>	<b>\$96,240</b>	<b>\$96,240</b>	<b>\$96,240</b>	<b>\$96,240</b>	<b>\$481,200</b>

### **Estimated New Costs.**

No new costs are anticipated. No contingency plans are required as existing resources are sufficient to support the program.

### **Physical Plant**

A. Five-year space plan for the proposed program noting when existing space is used and when new space will be required.

No new space required.

B. Modifications to existing facilities required.

No modifications are required.

### **Equipment**

No new equipment required.

### **Library Resources**

A. Provide a quantitative comparison of the College's current holdings with a standard guide (such as the American Library Association's *Standards for College Libraries*) in relationship to the new program being proposed.

B. Please provide a qualitative assessment of the library's current holdings in view of the new program being proposed along with a quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions. (Note: The statewide higher education electronic library (PASCAL) should be included as part of the library's resource base when making calculations of need for library resources for a new or modified program proposal and should be noted in the proposal narrative if so included.)

#### **Marlene and Nathan Addlestone Library**

Open in 2005, the Marlene and Nathan Addlestone Library is the main library for the campus. The building is three stories high and 145,000 sq. ft. The Addlestone Library provides seating for 1,400 patrons at tables, carrels, lounge chairs, 16 study rooms and two teaching labs. Students enjoy access to 260 computers, and wireless access throughout the building. The collections include more than 600,000 books, 200,000 e-books, 45,000 print and electronic journals, and 11,000 dvds and videos as well as 35,000 rare books and manuscripts. In 2010/11, there were 1.3 million visitors to the library which was open 329 days. A staff of 50 – librarians, archivists, technologists and library assistants – provide students and faculty with a wide array of information and processing services.

Two hundred and sixty computers are available in the library that provide access to the myriad of national and international resources available over the Internet. All members of the College of Charleston community may use these computers; 12 are also available to researchers from other institutions as well as community members who are Friends of the Library. The library provides free Wi-Fi access.

The Addlestone Library was a charter member of PASCAL (Partnership among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in South Carolina, encompassing the research collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses.

The library provides access to many digital data bases, including:

**ERIC, the Education Resources Information Center** provides index and full text access to journal articles, government studies, books, dissertations, and other material on education and related fields. It combines citations of sponsored reports, from *Resources in Education*, and over 750 journals, from the *Current Index to Journals in Education* from 1966 to the present. The accompanying **Education Resources Information Center (ERIC) online education database** provides the public with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966 and more than 107,000 full-text non-journal documents (issued 1993-2004), are available for free as well.

**PAIS international Index** accesses policy-oriented literature (books, journal articles, and U.S. and foreign government documents.) International coverage of information about political, economic, and social issues and events in specific countries is included. It covers 1972 to the present.

**PsycINFO**, the APA's index of journals, books, dissertations, and reports on psychology and related fields, includes indexing from *Psychological Abstracts* and covers 1887 to the present. PsycINFO also contains links to full text articles from 42 journals published by the American Psychological Association from 1988 to the present.

**Sociological Abstracts** is an index to over 1,700 journals covering the international literature in sociology and related disciplines in the social and behavioral sciences. Also provides abstracts of books, book chapters, dissertations, and conference papers.

The College of Charleston has an ongoing commitment to broadening its curriculum by its strong support of area studies programs.

#### **Accreditation, Approval, Licensure, or Certification**

A. If the proposed program is subject to specialized or professional accreditation please provide a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected.

This program is currently approved by NCATE, the National Council for the Accreditation of Teacher Education, and ACTFL, the American Council on the Teaching of Foreign Languages. NCATE/ACTFL accreditation requires proof that the NCATE/ACTFL standards for teachers are being met in both education and content knowledge.

B. If graduates of the proposed program are subject to licensure or certification by any public or private agency; please provide a brief description of that process and of the ways in which the proposed program will ensure that such certification or licensure, if obligatory, can reasonably be expected to be achieved by graduates.

Our program completers are certified in the State of South Carolina. They complete their program at the College of Charleston, they pass the required Praxis I and II exams, and they complete the required assessments for ACTFL, including an Oral Proficiency Interview and other assessments of content and teaching knowledge. The standards for foreign language teachers are:

**1. Language, Linguistics, Comparisons.** 1. a Demonstrating Language Proficiency 1.b Understanding Linguistics 1.c Identifying language comparisons. **2. Cultures, Literature, Cross-Disciplinary concepts.** 2.a Demonstrating Cultural Understandings. 2.b Demonstrating Understanding of Literary and Cultural Texts and Traditions. 2.c. Integrating Other Disciplines in Instruction. **3. Language Acquisition Theories and Instructional Practices.** 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. 3.b. Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity. **4. Integration of Standards Into Curriculum and Instruction.** 4.a. Understanding and Integrating Standards in Planning. 4.b. Integrating Standards in Instruction. 4.c. Selecting and Designing Instructional Materials. **5. Assessment of Languages and Cultures.** 5.a. Knowing assessment models and using them appropriately. 5.b. Reflecting on assessment. 5.c. Reporting assessment results. **6. Professionalism.** 6.a. Engaging in Professional Development. 6.b. Knowing the Value of Foreign Language Learning.

NOTE: For education programs that lead to initial teacher certification or to licensure/certification of other school personnel (e.g., principals, superintendents, and counselors), a concise but complete description of how the proposed program addresses national Specialty Professional Association standards and State Content Standards should be included.

**State Articulation.** This section should contain a description of the ways the proposed program links to similar programs offered by other South Carolina institutions.

A. Please provide an explanation of an entry path for students from two-year institutions, as appropriate.

Students from two-year institutions will be admitted in the same way as other students; their general education courses will be transferred as appropriate, and they will take the required courses to complete our program.

B. Please highlight any collaboration with other state institutions or explain the lack thereof in this section.

No additional collaboration is necessary with other state colleges and universities; we collaborate with public schools in order to place our candidates as interns. We also collaborate with other institutions in teacher education. We consult on issues concerning accreditation (NCATE) and, most recently, with other institutions in foreign language education in terms of meeting the high standards for speaking proficiency in our modern foreign language education candidates. There is a state-wide group of foreign language educators that meets once a year in Columbia at the South Carolina Foreign Language Teachers' Associate Conference.

## **Institutional Approval**

Teacher Education Department Chair:	1/13/12
School of Education Dean:	1/13/12
Provost:	3/8/12
Faculty Curriculum Committee Chair:	3/15/12
Faculty Senate Secretary:	4/3/12
Approved by Faculty Senate:	4/3/12
Board of Trustees Approval:	4/20/12
President's Approval:	5/14/12