



### Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

### Explain changes being made to each program

The Read to Succeed Act (see below) required that education programs include 12 hours of literacy in early childhood and elementary education programs. To avoid an increase in program hours, Health (3 hour supporting course) and the program elective (3 hours) were deleted. The current language arts course (3 hours) and the reading course (3 hours) were also eliminated. The deletion of these 12 hours allowed the addition of 12 hours of literacy coursework (three new courses: 322, 324, 326 and an established course, 411) to meet the required 12 credit hour sequence in literacy.

### South Carolina General Assembly 120th Session, 2013-2014

#### STATUS INFORMATION

General Bill

Governor's Action: June 11, 2014, Signed

#### South Carolina Read to Succeed Act

SECTION 1. Title 59 of the 1976 Code is amended by adding:

#### CHAPTER 155 South Carolina Read to Succeed Act

Section [59-155-180](#). (B)(1) Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs including MAT degree programs must require **all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy** that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading.

These changes are in compliance with our institutional mission “to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee Region of South Carolina.”

List the objectives of the modified program. (1500 characters)

List only if objectives have been modified

Early Childhood Education (ECE) & Elementary Education (ELEM)

Teacher candidates will demonstrate knowledge and understanding of:

1. Characteristics associated with the ideal of caring about students and families. (ECE)
2. Characteristics of students and families from different cultural, ethnic, language, educational, and socioeconomic backgrounds.
3. Appropriate communications with students, families, and community.
4. Designing and implementing a variety of integrated instructional experiences that are developmentally appropriate for children from infancy to the third grade (ECE)/ Grades 2 through Grade 6 (ELEM).
5. Educational principles and practices to achieve passing scores on assessment measures related to student teaching and the first two years of in-service.
6. Professional behaviors that include collaboration with peers and colleagues and goal setting to continue to pursue life-long learning.
7. The necessary skills to provide effective instruction in reading and numeracy to all students.

ELEM has the following for #1

1. Instruction and assessment that accommodates individual differences and backgrounds. (ELEM)

**Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

[State the changes being made are due to Read to Succeed legislation]

The need for program modifications due to the Read to Succeed legislation are best stated in the legislation as follows, to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention. All teacher preparation programs must be approved for licensure by the State Department of Education to ensure that all teacher education candidates possess the knowledge and skills to assist effectively all children in becoming proficient readers ....pre-service teacher education programs prioritize their missions and resources so all early and elementary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

The need for the elementary optional concentration in learning disabilities was in response to local districts that experience annual teacher shortages in the area of qualified teachers for students with learning disabilities.

The need for the changes in the early childhood program was to provide more instruction in social studies and science and make the program more streamlined (combined two courses into one).

Will the proposed modification impact any existing programs and services at the institution?

- Yes  
 No

If yes, explain. (1000 characters)

The Read to Succeed legislation impacted all education programs. In order to accommodate the 12 hours in literacy, the School of Education had to eliminate health and the program elective from the early childhood and elementary programs. The elimination of health and the program elective (6 hours) and the replacement of the current language arts and reading courses (6 hours) freed up the 12 hours for R2S and therefore did not require any change in the total number of credits required for graduation.

**Description of the Program**

\*We do not anticipate any change in enrollment due to these changes.

<b>Projected New Enrollment* Early Childhood</b>						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	85	1275	88	1320	0	0
2016	91	1365	95	1425	0	0

**Description of the Program**

<b>Projected New Enrollment* Elementary</b>						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	134	2010	137	2055	0	0
2016	140	2100	144	2160	0	0

## Curriculum

Attach a curriculum sheet identifying the courses required for each program.-see pages 7 & 8

### Curriculum Changes

**Note: Complete this table for each program.**

Courses Eliminated from Program		Courses Added to Program
ECE	ELEM	
ECE 314	ELEM 314	EDUC 322 Foundations in the Instruction of Reading (3)
Elective	Elective	EDUC 324 Reading Assessment (3)
ECE 313 (3)	EDUC 312 (3)	EDUC 326 Strategies for Reading Instruction PreK-12 (3)
Health 312 (3)	Health 315 (3)	EDUC 411 Reading and Writing in the Content Areas (3)
EDUC 313 (1) & ECE 319 (2)	N/A	ECE 329 Clinical Experiences in Early Childhood Education (3)
ECE 315 (3)	N/A	ECE 335335 Teaching Social Studies in Early Childhood Education (3)
ECE 302 (3)	N/A	ECE 336 Teaching Science in Early Childhood Education (3)

Courses Eliminated from Program (only if the elementary major chooses the area of concentration in learning disabilities option)	Courses Added to Program (only if the elementary major chooses the area of concentration in learning disabilities option)
EDUC 380 (2)	EDUC 420 Introduction to the Exceptional Learner (3)
Area of concentration (3)	EDUC 421 Behavior Management (3)
Area of concentration (3)	EDUC 423 Characteristics of Learning Disabilities (3)
Area of concentration (3)	EDUC 425 Methods/Procedures for Learning Disabilities (3)

### Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The Health faculty position was eliminated and replaced with a faculty position in literary.

### Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

None needed.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

No new costs associated with these modifications (health position replaced by literacy position).

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

**Will the proposed modification affect or result in program-specific accreditation?**

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

**Will the proposed modification affect or lead to licensure or certification?**

Yes

No

**If yes, explain how the program will prepare students for licensure or certification.** (500 characters)

### Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification (see pages 9 & 10 for approval letter from SCDE)

Early Childhood with a Literacy endorsement

Elementary with a Literacy endorsement



**FMU STUDENT PROGRAM SHEET: ELEMENTARY EDUCATION Effective Fall 2016**

<p><b>General Education (48 semester hours)</b> <b>Communication (15 hours)</b></p> <p><b>English</b>  <input type="checkbox"/> ENG 101 Analysis and Argument or ENG 101E +  <input type="checkbox"/> ENG 101L Analysis and Argument with Extended Studio  <input type="checkbox"/> ENG 102 Rhetoric, Genre, and Research</p> <p><b>Speech</b>  <input type="checkbox"/> Speech 101 Basics of Oral Communication</p> <p><b>Math</b>  <input type="checkbox"/> MATH 170: Survey of Mathematics for ECE/ELE I  <input type="checkbox"/> MATH 270: Survey of Mathematics for ECE/ELEII</p> <p><b>Social Sciences (9 hours)</b>  <input type="checkbox"/> GEOG elective  <input type="checkbox"/> POL 101 or 103</p> <p>(Additional 3 hours chosen from anthropology, economics, geography, political science, sociology, or honors 250-259.)</p> <hr/> <p><b>Humanities (12 hours)</b>          Take one History course and one Literature course or honors 260-269.  <input type="checkbox"/> HIST: _____          (HIST 201 or 202 are encouraged for ELE majors)  <input type="checkbox"/> LIT: _____</p> <p>Choose a <u>combination</u> of 6 hours of these courses:  <input type="checkbox"/> Art 101, Music 101, Theatre 101 _____  <input type="checkbox"/> Art 101, Music 101, Theatre 101 _____          (Take 2 of 3-Art, Music, Theatre)</p> <p><b>Natural Sciences (12 hours)</b>          Both biological and physical sciences must be represented; labs are required. <b>Choose one course from each area of a, b, &amp; c:</b>  <input type="checkbox"/> a. Take BIO 103/103L or BIO 104/104L  <input type="checkbox"/> b. Take one course from Chemistry, <u>or</u> Physics <u>or</u> Physical Science **.  <input type="checkbox"/> c. Take an additional course from Astronomy, Biology, Chemistry, Physics or Physical Science**.  <b>**Credit toward graduation may not be earned in both Physical Science 101-102 and any Chemistry or Physics course. <u>You cannot get credit for both BIOL 104 &amp; 105</u></b></p> <p><b>**Biology 103 or 104, Physical Science 101, and Astronomy 201 or 202 are encouraged for ELE majors</b></p> <p><b>Supporting Courses (15 hours)</b>  <input type="checkbox"/> ARTE 217: Creative Art for the Elem School Teacher</p> <p><input type="checkbox"/> ENG 315: Literature for Children  <input type="checkbox"/> ENG 341: Advanced Composition for teachers  <input type="checkbox"/> MATH 370: Intuitive Geometry  <input type="checkbox"/> PSY 315: Child Behavior: Growth &amp; Development</p> <p>Revised <b>March 2016</b></p>	<p><b>Concentration (8-9 hrs.)</b>          Concentration requires 8 (two four hour courses) or 9 (3 three hr. Courses) hours of additional (in addition to general education requirements) coursework in one of the following areas of concentration:          a. <u>Science</u> (2 courses)-Select from physical and/or biological science. (with labs)          b. <u>Social Studies</u> (3 courses)-Select from history, political science, geography and/or economics.          c. <u>Math</u> (3 courses)-Select from above Math 132 with at least one course above the 200 level. (Mathematics 170, 270, &amp; 370) will not count as part of this concentration.          d. <u>English</u> (3 courses)-Select from above English 200 literature and/or writing courses.          e. <u>Foreign Languages</u> (3 courses)          f. <u>Learning Disabilities</u> (3 courses)  <input type="checkbox"/> Education 421 Behavior Management  <input type="checkbox"/> Education 423 Characteristics of Learning Disabilities  <input type="checkbox"/> Education 425 Methods/Procedures for Learning Disabilities</p> <hr/> <p><b>Pre-Professional Education Courses (7 hours)</b>  <input type="checkbox"/> EDUC 190: Foundations of Education 3  <input type="checkbox"/> EDUC 191: Preparation for EDUC Program Admission 1          (EDUC 190/191 must be taken together)  <input type="checkbox"/> EDUC 305: Foundations of Curriculum &amp; Instruction 3</p> <hr/> <p><b>* Admittance to Professional Education Program required prior to taking these courses.</b></p> <p><b>Professional Education Courses (48 hours)*</b>  <input type="checkbox"/> EDUC 310: Using Technology Effectively 3  <input type="checkbox"/> EDUC 311: Foundations of Planning &amp; Assessment 3  <input type="checkbox"/> EDUC 313: Field Experience Instructional Planning 1</p> <p><input type="checkbox"/> EDUC 322: Foundations in the Instruction of Reading 3  <input type="checkbox"/> EDUC 324 Reading Assessment 3  <input type="checkbox"/> EDUC 326 Strategies for Reading Instruction PreK-12 3  <input type="checkbox"/> EDUC 411 Reading and Writing in the Content Area 3  <input type="checkbox"/> EDUC 420: Introduction to the Exceptional Learner 3</p> <p><input type="checkbox"/> ELEM 315: Methods of Instruction for Social Studies 3  <input type="checkbox"/> ELEM 316: Methods of Instruction for Intermediate Math 3  <input type="checkbox"/> ELEM 317: Methods of Instruction for Science 3  <input type="checkbox"/> EDUC 392: Clinical Experience: Elementary 2</p> <p><b>All parts of Praxis II (PL&amp;T &amp; Specialty area) must be taken &amp; passed before student teaching.</b></p> <p><b>Student Teaching</b>  <input type="checkbox"/> EDUC 487: Classroom Management 3  <input type="checkbox"/> EDUC 490: Directed Teaching 12</p> <p><b>TOTAL HOURS = A MINIMUM OF 126 SEMESTER HOURS</b>  <b>Teacher candidates &amp; prospective teacher candidates are ultimately responsible for their own progress through programs at FMU. Candidates should consult the university catalog frequently to ensure that they comply with requirements for entrance into, progress within, and successful completion of an education program.</b></p>
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**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

November 3, 2015

Dr. Shirley Carr Bausmith  
Dean, School of Education  
Francis Marion University  
P.O. Box 100547  
Florence, SC 29502

Dear Dr. Carr Bausmith,

Thank you for the recent submission of Francis Marion University's (FMU) early childhood and elementary course verification forms. Staff within the Office of Educator Services have reviewed the verification forms and determined that the course sequence satisfies the requirements outlined in the Read to Succeed legislation.

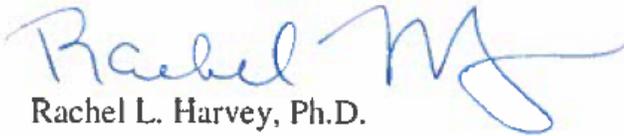
Please note this review process is to verify that the courses submitted include the standards and elements outlined in the South Carolina Literacy Competency document (PreK – Grade 5). This process does not verify whether or not the courses meet specific literacy requirements outlined in the legislation. That process will occur during the state accreditation process.

Below is a listing of the courses that have been verified for the early childhood and elementary education programs. Please review and confirm through email correspondence that the information below is correct. Should FMU make any changes to this verified course sequence for any of the program areas listed above please notify Rachel Harvey ([rh Harvey@ed.sc.gov](mailto:rh Harvey@ed.sc.gov)) with the changes.

- EDUC 322: Foundations in the Instruction of Reading (3 credit hours; no practicum)
- EDUC 326: Strategies for Reading Instruction (3 credit hours; practicum included)
- EDUC 324: Reading Assessment (3 credit hours; practicum included)
- EDUC 411: Reading and Writing in the Content Areas (3 credit hours; practicum included)

Thank you, again, for your diligence and commitment in complying with South Carolina regulations related to educator preparation. This work will only improve teacher candidates entering the profession and the students with whom they work.

Sincerely,

A handwritten signature in blue ink that reads "Rachel M." with a stylized flourish at the end.

Rachel L. Harvey, Ph.D.  
Education Associate  
Office of Educator Services

cc: Dr. Jeanne Gunther