

Name of Institution: University of South Carolina Beaufort

Name of Program (include concentrations, options, and tracks)

- (1) Bachelor of Arts in Early Childhood Education
- (2) Bachelor of Arts in Elementary Education
- (3) Bachelor of Science in Mathematics with Track in Secondary Mathematics Certification

Program Designation

- Associate's Degree
- Master's Degree
- Bachelor's Degree: 4 Year
- Specialist
- Bachelor's Degree: 5 Year
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation

Fall 2016

CIP Code

- (1) Bachelor of Arts in Early Childhood Education 13.1210
- (2) Bachelor of Arts in Elementary Education 13.1202
- (3) Bachelor of Science in Mathematics with Track in Secondary Mathematics Certification 27. 0101

Delivery Site(s)

University of South Carolina Beaufort

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 - 100% online
 - Blended (more than 50% online)
 - Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

Program Names	Institution Approvals	Dates of Approval
Bachelor of Arts in Early Childhood Education	USCB Faculty Senate USCB Dean USC Board of Trustees SC Commission on Higher Education SACSCOC	September 6, 2002 September 6, 2002 December 16, 2002 March 6, 2003 June 2004 (retroactive to January 2004)
Bachelor of Arts in Elementary Education	USCB Faculty Senate USCB Chancellor USC Board of Trustees SC Commission on Higher Education SACSCOC	April 28, 2011 July 22, 2011 April 12, 2012 October 4, 2012 July 11, 2012
Bachelor of Science in Mathematics with Track in Secondary Mathematics Certification	USCB Faculty Senate USCB Chancellor USC Board of Trustees SC Commission on Higher Education SACSCOC	November 30, 2012 December 4, 2012 June 20, 2014 February 20, 2015 March 5, 2015

Background Information

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

To align with the requirements of the South Carolina Read to Succeed Act (SC Code 59-155-180), the following modifications have been made to the **B.A. in Early Childhood and B.A. in Elementary Education programs**:

- *EDRD B218 Children’s Literature (3 credit hours)* will be dropped from the two programs (placed in Abeyance) and will be replaced with the new course, *EDRD B318 Foundations of Reading (3 credit hours)*.
 - EDRD B318 Course Description: This course focuses on the foundations of reading, including language development, phonemic awareness, phonics, vocabulary, fluency, and comprehension. (Prerequisite: EDCI B210; EDCI B243). Offered in Fall.
- *EDEC B444 Language Development and Communicative Skills (3 credit hours)* will be dropped from the two programs (placed in Abeyance) and will be replaced with the new course, *EDRD B425 Assessment of Literacy for Early Childhood and Elementary Teachers (3 credit hours)*.
 - EDRD B425 Course Description: This course instructs teacher candidates to administer and analyze a variety of formal and informal assessments for screening and diagnosis of reading problems at the early childhood and elementary level. The course utilizes both standardized and portfolio assessments. (Prerequisite: Admission to the Professional Program or special permission of the Department Chair and EDCI B210, EDCI B243, and EDRD B318. Co-requisites: EDRD B430/EDRD B450P). Offered in Spring.
- *EDRD B420 Emergent Reading Methods and Assessment (3 credit hours)* will be dropped

from the two programs (placed in Abeyance) and will be replaced with the new course, *EDRD B428 Content Area Literacy for Early Childhood and Elementary Teachers (3 credit hours)*.

- EDRD B428 Course Description: This course is designed to instruct teacher candidates, grades pre-K through 6, in developing methods and materials that will improve their students' literacy skills in content area reading and writing. (Prerequisite: Admission to the Professional Program or special permission of the Department Chair and EDCI B210, EDCI B243, and EDRD B318.) Offered in Fall.
- *EDRD B430 Intermediate Reading Methods and Assessment (3 credit hours)* has been modified (both title and description). It is now named, *EDRD B430 Instructional Strategies in Literacy for Early Childhood and Elementary Teachers (3 credit hours)*.
 - EDRD B430 Course Description: This course focuses on research-based instruction strategies for literacy in early childhood and elementary classroom. Course content includes cooperative learning, critical literacy, Reader's and Writer's Workshop. Specific instruction in the five elements of teaching reading: phonics, phonemic awareness, fluency, vocabulary and comprehension and the 6+1 traits of writing. (Prerequisite: admission to the Professional Program. Co-requisite: EDRD B425 and EDRD B450P). Offered in Spring.
- *EDRD B430P Practicum in Intermediate Reading (1 credit hour)* will be dropped from the two programs (placed in Abeyance) and replaced with the new course, *EDRD B450 Practicum II: Teaching Emergent and Intermediate Reading (2 credit hours)*.
 - EDRD B430P Course Description: Supervised clinical experience in an early childhood or elementary setting. Teacher candidates will demonstrate proficiency in planning, assessing and teaching various methods of reading and providing individualized differentiated instruction for struggling/ELL students. (Prerequisite: EDRD B318 and admission to the Professional Program. Co-requisite: EDRD B425 and EDRD B430). Offered in Spring.
- To provide teacher candidates with the knowledge and skills needed to successfully manage students in diverse classrooms, the new course, *EDCI B441 Organization and Management in the Diverse Classroom (3 credit hours)* was added to both programs.
 - EDCI B441 Course Description: Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse classroom. Development of a comprehensive understanding of practice, proactive, and reactive approaches to management with attention to motivation and culturally diverse settings will be addressed. Behaviorists and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, and the promotion of learning communities are components of this course. (Prerequisite: Admission to the Department of Education's Teacher Education Professional Program).

To align with the requirements of the South Carolina Read to Succeed Act (SC Code 59-155-180), the following modifications have been made to the **Bachelor of Science in Mathematics with Track in Secondary Mathematics Certification**:

- *EDRD B218 Children's Literature (3 credit hours)* will be dropped from this program (placed in Abeyance) and will be replaced with the new course, *EDRD B319 Foundations of Reading for Middle and Secondary Teachers (3 credit hours)*.
 - EDRD B319 Course Description: This course provides the basics of teaching reading and writing in secondary content classes. Candidates will be prepared support students in 9-12 grades who are struggling to read, write, and comprehend information through assessment and differentiation. (Prerequisite: EDCI B210; EDCI B243). Offered in Fall.

- *EDRD B429 Content Area Literacy for Middle and Secondary Teachers (3 credit hours)* is a new course that was added to this program.
 - *EDRD 429 Course Description*: This course is designed to instruct teacher candidates, grades 6-12, in developing methods and materials that will improve their students' literacy skills in disciplinary reading and writing.

- To provide teacher candidates with the knowledge and skills needed to successfully manage students in diverse classrooms, the new course, *EDCI B441 Organization and Management in the Diverse Classroom (3 credit hours)* was added to this program.
 - EDCI B441 Course Description: Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse classroom. Development of a comprehensive understanding of practice, proactive, and reactive approaches to management with attention to motivation and culturally diverse settings will be addressed. Behaviorists and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, and the promotion of learning communities are components of this course. (Prerequisite: Admission to the Department of Education's Teacher Education Professional Program).

List the objectives of the modified program. (1500 characters)
No changes are made to the objectives of each program.

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)

The changes to these programs are being made due to the South Carolina Read to Succeed (SC Code 59-155-180) legislation.

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

Yes

No

If yes, explain. (1000 characters)

Description of the Program

Projected New Enrollment (B.A. in ECED)						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	21	255	21	255		
2017-2018	26	390	26	390		
2018-2019	37	555	37	555		
2019-2020	45	675	45	675		
2020-2021	51	765	51	765		

Projected New Enrollment (B.A. in ELEM)						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	15	225	15	225		
2017-2018	24	360	24	360		
2018-2019	32	480	32	480		
2019-2010	40	600	40	600		
2020-2021	45	675	45	675		

Projected New Enrollment (B.S. in Mathematics with Track in Secondary Mathematics Certification)						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	12	180	12	180		
2017-2018	24	360	24	360		
2018-2019	36	540	36	540		
2019-2010	41	615	41	615		
2020-2021	43	645	43	645		

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

[B.A. in Early Childhood Education Program of Study](#)

[B.A. in Elementary Education Program of Study](#)

[B.S. in Mathematics with Track in Secondary Mathematics Certification Program of Study](#)

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum (for B.A. in ECED and ELEM Programs).

Courses Eliminated from Program	Courses Added to Program	Courses Modified
EDRD B218 Children's Literature	EDRD B318 Foundations of Reading	
EDRD B420 Emergent Reading Methods and Assessment	EDRD B425 Assessment of Literacy for Early Childhood and Elementary Teachers	
EDEC B444 Language Development and Communicative Skills	EDRD B428 Content Area Literacy	EDRD B430 Instructional Strategies in Literacy for Early Childhood and Elementary Teachers
EDRD B430P Practicum in Intermediate Reading	EDCI B441 Organization and Management in the Diverse Classroom	
	EDRD B450P Practicum II: Teaching Emergent and Intermediate Readers	
	EDCI B441 Organization and Management in the Diverse Classroom	

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum (for B.S. in Mathematics with Track in Secondary Mathematics Certification Program).

Courses Eliminated from Program	Courses Added to Program	Courses Modified
EDRD B218 Children's Literature	EDRD B319 Foundations of Reading for Middle and Secondary Teachers	
	EDRD B429 Content Area Literacy for Middle and Secondary Teachers	
	EDCI B441 Organization and Management in the Diverse Classroom	

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)

For the B.S. in Mathematics with Track in Secondary Mathematics Certification program, a qualified adjunct will be hired to teach the following two courses:

EDRD B319 Foundations of Reading for Middle and Secondary Teachers
EDRD B429 Content Area Literacy for Middle and Secondary Teachers

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)
Not applicable

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)

All programs will continue to seek national accreditation from their designated SPAs (i.e., NAEYC, ACEI, and NCTM).

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)

Yes, the proposed modification includes required 12-hours of R2S courses that will allow graduates from the B.A. in Early Childhood Education and the B.A. in Elementary Education programs to earn the R2S Literacy Teacher Endorsement.

It will also allow graduates from the B.S. in Mathematics with Track in Secondary Mathematics Certification program to meet the R2S Requirement for Literacy for Middle Level and High School (Pre-Service).

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

Early Childhood Education, P-3

Elementary Education, 2-6

Mathematics, Secondary Education, 9-12