



COASTAL CAROLINA UNIVERSITY™

Office of the Provost

October 31, 2007

Dr. Garrison Walters
Executive Director
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

A handwritten signature in cursive script, appearing to read "Gerry".

Dear Dr. Walters:

Coastal Carolina University is submitting for your consideration the attached Program Planning Summary for a Master of Education in Literacy, Language and Culture with two options: English for Speakers of Other Languages (ESOL) or Literacy.

Thank you for your help in the reviewing process. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Sheehan".

Dr. Robert Sheehan
Provost and Vice President for Academic Affairs

PROGRAM PLANNING SUMMARY

PROGRAM DESIGNATION

Institution:	Coastal Carolina University
Academic unit involved:	Spadoni College of Education, Department of Education
Name of proposed program:	<i>Master of Education in Literacy, Language, and Culture with two options: Literacy, or English for Speakers of Other Languages (ESOL), (M.Ed.)</i>
Proposed date of implementation:	Fall 2008
New Program or Modification:	New
Number of credit hours:	36

JUSTIFICATION OF NEED

Certified teachers seeking advanced study in Literacy and /or English for Speakers of Other Languages (ESOL) are the focus for this new program. The M.Ed. degree in Literacy, Language, and Culture will share a common core of nine hours and will be pertinent to the needs of both programs. Students will choose between two tracks that provide optional endorsement areas. The Literacy program option will provide the opportunity to add on additional certification endorsement(s) in one or more of the following: Reading Teacher (12 hours), Reading Consultant (12 hours), Reading Coordinator/Director (12 hours). The ESOL program option will provide the opportunity to add on an additional certification endorsement in English for Speakers of Other Languages (15 hours). Teachers may also choose to continue in the program and complete 36 graduate hours to attain the Master's degree with either the Literacy option or the ESOL option.

Option A. **Literacy:**

There is an urgent need to prepare teachers in South Carolina who are knowledgeable about literacy in order to address the problems of illiteracy in this state and in our specific region. Charles Bierbauer, Dean of University of South Carolina's College of Mass Communications and Information Studies in an October 2005 article in *The State* urged immediate action to address these alarming statistics:

- One-third of South Carolina students are reading below state standards in eighth grade (in 2002).
- South Carolina has the third-highest adult illiteracy rate in the United States.
- Illiteracy rates are higher than 40 percent in five counties — Allendale, McCormick, Williamsburg, Clarendon and Lee. (Williamsburg, Clarendon, and Lee are in close proximity to Coastal Carolina University).

Close examination of U.S. Census Data from the latest census (2000) for a six county area (Horry, Georgetown, Clarendon, Williamsburg, Lee, Marion) revealed that the percentage of high school graduates over age 25 varied from a low of 61.4% in Lee County to a high of 81.1% in Horry County. The average percentage of high school graduates in that six county- area adjacent to and including Horry County, home of Coastal Carolina University, is 69.4%. These high school graduation percentages reveal that approximately 30% of South Carolina residents over the age of 25 in our neighboring counties do not have a high school diploma.

Obviously, there is an urgent need for graduate programs in our region of the state to educate our public school classroom teachers about literacy in order to begin to address these alarming statistics in our state and in our region. Teachers need to be equipped with the latest instructional strategies and research to help students succeed in school, and literacy is the key to that success.

Option B. ESOL:

Also, there is an urgent need to prepare English as Second Language specialists in South Carolina to address the rapid growth of English Language Learners [ELLs] in the public schools. In the last ten years, the overall K-12 population in the state decreased by over two percent, while in the same period the number of ELLs increased by over 500 percent. Horry County, where Coastal Carolina is located ranks 4th in the state in the number of ESOL students.

The shortage of teachers qualified to meet the needs of the fast growing ELL population is a major challenge for the state and the region. A survey of the US conducted by the Office of English Language Acquisition revealed that the nationwide average of prepared teachers to ELL student ratio is about 1:24. South Carolina together with North and South Dakota had the most need for qualified teachers for these students. The ratio in these three states is over 1 to 600.

ANTICIPATED PROGRAM DEMAND AND PRODUCTIVITY

Meetings with administrators of the districts closest to Coastal Carolina University have repeatedly indicated a need for master degree programs in both Literacy and ESOL. A needs assessment survey was sent via email (optional responses only) to the following counties: Horry, Georgetown, Marion, and Williamsburg. In Horry County, a total of 51 teachers responded to the questions about enrolling in the M.Ed. in Literacy, Language, and Culture/reading option with 19% expressing interest [10 students]. A total of 37 teachers responded to the question about enrolling in the M.Ed. in Literacy, Language, and Culture/ESOL option with 13.7% [5 students] expressing interest in this option. For the three county service area including Georgetown, Marion, and Williamsburg counties, a total of 80 teachers responded to the optional survey. Composite results revealed a total of 18 teachers interested in the M.Ed./literacy option and 9 teachers expressing interest in the M.Ed./ESOL option. A recent meeting with Horry County administrators indicated that the needs assessment may not show true interest. They attributed this to the order of the questions on the instrument. The survey was designed with the ESOL track being examined first and the literacy second. Since there is less interest in ESOL, the administrators felt this may have caused some teachers to not respond to the survey.

In addition, a survey of Coastal Carolina undergraduate education students attests to the viability of both options. There were 95 students who responded to the survey, of those, 89 students [85 percent] indicated that they were interested in pursuing a master's degree in education in the next five years. When asked what program of study they were interested in, 67 students indicated Literacy, while 37 indicated TESOL. (Note: Some students were interested in both programs.)

Data from the in-service teacher and the pre-service teacher surveys indicate a strong component of possible graduate students for both cohorts – reading and ESOL options.

ASSESSMENT OF EXTENT TO WHICH THE PROPOSED PROGRAM DUPLICATES EXISTING PROGRAMS IN THE STATE

The only institution in South Carolina offering a masters degree in TESOL is Furman University. The University of South Carolina offers a M.A. in Linguistics as well as a graduate certificate in Teaching English to Speakers of Other Languages.

The Master of Education in Literacy or Reading is offered by Winthrop University, Clemson University and The Citadel. The proposed program would not duplicate existing programs due to its emphasis on culture, and its appeal to local educators. In terms of geographic location, no existing program is near the Coastal Carolina University campus.

RELATIONSHIP OF THE PROPOSED PROGRAM TO EXISTING PROGRAMS AT THE PROPOSING INSTITUTION

Coastal Carolina University offers masters level programs in the Spadoni College of Education, the College of Natural and Applied Science and the College of Business Administration. Programs offered in the College of Education include the Master of Education in Early Childhood, Elementary Education and Secondary Education (with concentrations in English, mathematics, science and social studies) and the Master of Arts in Teaching in art, English, mathematics, music, science and social studies. All programs have been nationally accredited by NCATE and share a common conceptual framework.

The proposed program will have a common core that will be shared by the two options and will also follow the standards of the respective professional associations, International Reading Association (IRA) and Teachers of English to Speakers of Other Languages (TESOL). The M.Ed. in Literacy, Language, and Culture will be housed in the Spadoni College of Education and as such, the college's history of offering study at the graduate level and in working with local school districts will contribute to the success of the program.

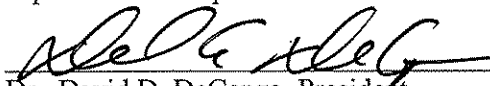
RELATIONSHIP OF THE PROPOSED PROGRAM TO OTHER INSTITUTIONS VIA INTER-INSTITUTIONAL COOPERATION

Coastal Carolina University is interested in developing cooperative relationships with other institutions in the state that would like to collaborate in the preparation of Literacy or ESOL specialists.

TOTAL NEW COSTS ASSOCIATED WITH IMPLEMENTING THE PROPOSED PROGRAM

It is estimated that the program will need to hire two additional faculty members and will require additional library resources. The itemized cost for two faculty: salary (\$50,000-\$65,000) each; fringe @28.5% , \$14,250-\$18,525 each; office/technology expenses (\$6,335) each. Total faculty hires costs: \$70,585 - \$89,860.

It is estimated that the library resources are sufficient for the M.Ed./literacy option. Projected costs for the ESOL option show that a minimum of \$30,000 would be needed to provide the necessary resources for graduate study in this field. Total estimated new costs for M.Ed. in Literacy, Language, and Culture: \$100,585 – \$119,860. Costs for this new program are expected to be paid for by tuition generated by the program. No additional funds for this program are expected to be requested from the state.



Dr. David D. DeCenzo, President
Coastal Carolina University

October, 2007