

**New Program Proposal
Doctor of Philosophy in Literacy, Language, and Culture
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Doctor of Philosophy in Literacy, Language, and Culture to be implemented in Fall 2015. The proposed program is to be offered through traditional and blended instruction. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	2/11/14	
Program Planning Summary considered by ACAP through electronic review	3/30/14	One ACAP member suggested including coursework in the education of language and cited Indiana University's program as an example. Another ACAP member expressed concern about duplication with USC Columbia's Ph.D. program in Language and Literacy, citing competition for enrollment as having potentially long-term impact on both programs.
Program Proposal Received	5/15/14	
ACAP Consideration	6/19/14	ACAP members suggested the proposal move the objectives/outcomes to the assessment plan. ACAP requested a revised budget and budget justification.
Comments and suggestions from CHE staff sent to the institution	6/20/14	Staff requested that the proposal better justify the need for a stand-alone Ph.D. in Literacy when only 12 students completed the literacy concentration over the past 10 years. Staff requested further explanation as to why no new faculty are needed given the 6 new courses, a stand-alone Ph.D., and current assignments. Staff also asked for a new letter of evaluation because the letter provided did not adequately address the proposed courses/curriculum, faculty, and resources required. Staff requested clarification about program applicants and asked whether only applicants with an M.Ed. would be able to apply to the proposed program. Staff recommended using State Standards throughout the proposal instead of Common Core. Staff also recommended adding a discussion about how the recently approved Read to Succeed legislation affects this program.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	7/3/2014	

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Doctor of Philosophy in Literacy, Language, and Culture to be implemented in January 2015, provided that the current concentration in Literacy in the Ph.D. in Curriculum and Instruction be terminated.

CLEMSON UNIVERSITY
COLLEGE OF HEALTH, EDUCATION AND HUMAN DEVELOPMENT
EUGENE T. MOORE SCHOOL OF EDUCATION

REQUESTING TO OFFER A NEW DEGREE PROGRAM

Doctor of Philosophy

in

Literacy, Language and Culture

Submitted to the South Carolina Commission on Higher Education
May 15, 2014

REVISED FOLLOWING ACAP
July 2, 2014

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Classification

Program Title: Ph.D. in Literacy, Language and Culture
Concentrations, options, and tracks: NA
Academic Unit: Eugene T. Moore School of Education
Designation Type: Doctor of Philosophy (Ph.D.)
Implementation Date: Fall 2015
CIP Code: 13.9999
Site: Clemson University
Program qualifies for supplemental
Palmetto Fellows Scholarship
and LIFE Scholarship Awards: No
Delivery Mode: Traditional and Blended
Area of Certification: NA

Institutional Approval

Initial Departmental Faculty Approval: February 7, 2013
Board of Trustees: February 7, 2014
Departmental Curriculum Committee: February 26, 2014
Departmental Faculty Final Approval: March 7, 2014
College Curriculum Committee: March 10, 2014
University Graduate Curriculum Committee: May 9, 2014
Provost: May 15, 2014
President: May 15, 2014

Purpose

The Eugene T. Moore School of Education is proposing a Ph. D. program in Literacy, Language and Culture (LLC). Currently, the School offers a Ph.D. program in Curriculum and Instruction (C&I) with a concentration in Literacy. Our plan is to move this concentration from the C&I program to a stand alone Ph.D. program. The proposed LLC Ph.D. program will take an inter- and multi-disciplinary approach to the study of cultural, social, psychological, linguistic, and political perspectives on literacy development to address the needs of individuals who struggle with reading and writing, particularly those from high poverty and culturally diverse backgrounds.

This new degree is proposed to address both national and state concerns about literacy development. First, this would be the only Ph.D. program in S.C. that brings together the three critical aspects of literacy, language and culture. Second, there is an increasing demand for graduates who have critical thinking and problem solving skills, cross-cultural sensitivity, and the ability to work toward improving the literacy skills of students at all levels. These are skills, sensitivities, and dispositions this program will be able to provide through coursework, independent study, internships, and research with collaborative teams. In addition, the proposed course of study will allow students to pursue issues of interest more deeply, to prepare for leadership positions in academia, and to be more competitive for a range of career opportunities in the field of literacy education.

Program Objectives

The objective of this new program is to provide an in-depth advanced education in language, literacy and culture to students who have completed master's degree in education and desire to pursue careers as scholars, researchers, and teacher educators in colleges and universities. The success of the program will be measured by student enrollment, graduation

and placement in the field. Students will be surveyed one and three years following graduation as part of the ongoing process of program assessment. The Ph.D. in Literacy, Language and Culture will:

- Increase the number of qualified graduates in the field with specialization in literacy, language, and culture.
- Graduate scholars, researchers, and education professionals who have the knowledge and skills to work toward the goal of improving literacy skills for students preK – career.

The program objectives are consistent with the mission and vision of Clemson University. Graduates will be capable of continuing their professional careers in education toward the goal of increasing literacy levels, thus making significant contributions to the economic future of the state, nation and world.

Justification

Rapidly changing immigration patterns, the diversity of students in pre K – 12 schools, and the convergence of literacy research and sociocognitive theories of literacy learning demand new approaches to developing literacy, preparing teachers, and conducting classroom teaching and learning. The proposed LLC program is grounded in the belief that literacy skills, including reading, writing, and oral language, are integral to success in school and in the work place, to enriching social lives, and to active and effective citizenship. The proposed program will emphasize assets (instruction, curricula, family, community, culture) that support high levels of academic and social development, as well as factors that disadvantage children and youth with respect to literacy development. Coursework will provide a broad background in the relevant theoretical and research literature along with opportunities to conduct original studies that explore the nature of both in- and out-of-school literacy practices.

Current literacy needs across the state, region, nation and the world suggest that Clemson University, with its national reputation in literacy, has an important role to play in addressing the need for literacy scholars and educators. Most would agree that the ability to read is a fundamental necessity for full participation in one's society and economy and that increasing the literacy levels of all students is a worthy goal. The 2012 Programme for International Student Assessment (PISA) evaluated reading achievement in over 70 countries, accounting for over 90% of the world economy. Countries were ranked in one of three categories: above average, average, or below average. For the 2012 PISA assessment, the United States was in the "average" category. Clearly, increasing the literacy levels of our students is necessary in order to attain and maintain the educational competitiveness needed for full participation in society and the global marketplace. In addition, consider the following statistics demonstrating the need for addressing literacy issues in South Carolina and the nation:

- According to the U.S. census between 2007-11, almost 13% of the population was born in another country, more than 20% spoke a language other than English at home, and by 2020 Hispanics alone will account for 20% of the population.
- About 2 million immigrants come to the U.S. each year seeking jobs and better lives. About 50 percent of them have low literacy levels and lack high school education and English language skills, severely limiting their access to jobs and job training, college, and citizenship.
- In 2009, the National Assessment of Educational Progress (NAEP) reading test scores for 4th grade showed South Carolina ranked 39th (tied with Alabama and Arkansas) and the 8th grade scores ranked the state 42nd in literacy achievement. These scores are commensurate with South Carolina's history of low levels of adult literacy. In fact, according to the U.S Department of Education's National Center for Educational Statistics, 15% of South Carolina's adults lack basic literacy skills further marginalizing their ability to function in society. These rates are magnified in the state's poor and rural counties topping 18-29% in some areas.

- The U.S. is the only country among 30 Organization for Economic Co-operation and Development (OECD) free-market countries where the current generation is less well educated than the previous one.
- Every year in the U.S., one in three young adults – more than 1.2 million people – drops out of high school.
- One in every 100 U.S. adults 16 and older is in prison or jail. About 43 percent do not have a high school diploma or equivalent, and 56 percent have below basic literacy skills.

The following are representative factors suggesting a continuing and growing need for the expert knowledge and qualifications the proposed doctorate will provide:

- Definitions and practices of literacy are rapidly changing in light of technological advances.
- Current state standards include a strong emphasis on critical, analytical reading of texts in subjects such as social studies and science. All states across the U.S., including South Carolina, have made a commitment to state standards and benchmarks that will prepare students to be successful in college and careers. These standards will require a transformation of literacy teaching and learning guided by expert knowledge.
- The proposed SC legislation for Read to Succeed (RTS) emphasizes the need for highly qualified teacher education programs in the area of literacy development. The implementation of RTS will require increasing numbers of teacher educators in colleges and universities with expertise in literacy, language and culture to prepare classroom teachers to meet SC certification requirements. Colleges and universities will need to incorporate additional sections of undergraduate and graduate courses to assure that pre-service and in-service teachers meet certification requirements.
- According to the U.S. Bureau of Labor Statistics, approximately 7% of the workforce is engaged in education or education-related occupations, with a projected increase of more than 15% in the number of teachers employed between 2010 and 2020.
- According to the U.S. Department of Education's National Center of Education Statistics, between 2000 and 2010, enrollment in degree-granting institutions increased 37%.

Employment Opportunities for Graduates

Employment of faculty in higher education is expected to grow by 17% from 2010 to 2020. This growth is expected to hold for faculty positions in education that focus on literacy, language and culture, particularly as teacher preparation programs support the implementation of standards and benchmarks to better prepare students for college and careers. The number of people attending postsecondary institutions is expected to grow substantially from 2014 to 2020. Students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary faculty will be needed to serve these additional students. Nationally there has been a trend for state departments of education to increase the number of literacy courses from 1 or 2 courses to 3 or 4 courses for certification in early childhood and elementary education, and from 1 course to 3 courses for middle and secondary teacher certification. Maryland, Florida, and Pennsylvania are among a number of states that have, over the past decade, increased the number of literacy courses needed for teacher certification. The S.C. legislature is currently considering the Read to Succeed act that would require additional literacy coursework of all early childhood, elementary, and some secondary teachers to meet the endorsement of literacy teacher. With the increase in the demand for literacy courses in colleges and universities in S.C. and across the nation, employment opportunities for graduates with a Ph.D. in Literacy, Language and Culture will increase accordingly.

Centrality of the Program to the Mission of the Institution

Clemson University has identified family and community living as an area in which the university promotes excellence in education and scholarship. As a land grant university,

Clemson is committed to offering doctoral and research programs that contribute to the economic future of the state, nation, and the world. The Clemson 2020 Road Map strategic plan for the university states that one of Clemson's responsibilities to students and the state of South Carolina is to serve the public good. Providing excellence in educational opportunities for P-12 students is critical to the state's success.

The proposed LLC Ph.D. integrates teaching and research into a program of study that prepares students to excel in instruction and conduct rigorous research. However, the LLC program is also situated for public service given its focus on education. Students pursuing an LLC Ph.D. will receive research training that will enable them to use their skills to solve educational problems associated with literacy development, particularly for children from culturally diverse backgrounds and those from areas of high poverty.

The proposed Ph.D. program also supports the newly adopted mission statement of the Eugene T. Moore School of Education:

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

Relationship of the Proposed Program to Existing Programs at the Proposing Institution

The Department of Teacher Education in the Eugene T. Moore School of Education at Clemson University currently offers a Ph.D. in Curriculum and Instruction (C&I) and doctoral students may choose an emphasis in Literacy. During the previous 10 years, approximately 12 students have completed their degrees in C & I with an emphasis in Literacy/Reading. Reflective of the increase in the interest and demand for Ph.D. graduates in this field, 5 new Ph.D. students will matriculate in fall 2014 into the concentration into Curriculum and Instruction. With approval by the SC CHE of the new degree program, the students will transfer into the proposed program. We believe that the creation of the proposed degree will improve our ability to recruit students into the field of study that was lacking with the C&I concentration.

Prior graduates have taken positions at research institutions such as George Mason University, University of Iowa, and Duquesne University. Although the current C & I degree has served our students well, future students who wish to complete a doctoral program in literacy will benefit from a program that better aligns with current views of literacy, how literacy is developed, and the increased linguistic and cultural diversity of the U.S. Our graduates need to be firmly grounded in current perspectives about literacy development in order to compete successfully for positions requiring a doctoral degree. Primary benefits of the proposed Literacy, Language and Culture program include: (a) the ability to attract doctoral applicants from across the nation and internationally, (b) positioning the program area with the U.S. Department of Education and the National Science Foundation as well as other funding agencies, and (c) the ability of faculty to individualize programs of study to meet doctoral students' career goals and marketability for positions in higher education and other leadership positions.

The proposed LLC Ph.D. requires a cognate area that can be highly interdisciplinary using existing courses from other departments, schools, and colleges at Clemson University. These include:

- *Psychology* – LLC students may study human factors, experimental design, and cognition;
- *Policy Studies* – LLC students may study policy related literacy issues
- *Mathematics & Statistics* – LLC students may study advanced research methods
- *English* – LLC students may study literature and reader response theories
- *Special Education* – LLC students may study the education of special populations and advanced research methods;
- *Social Studies* – LLC students may study social theories and research methods
- *Learning Sciences* – LLC students may study the nature of learning and how technology and digital forms of literacy and communication are addressed in the educational arena.

Similar Programs Existing in the State

Most colleges and universities in the U.S. offer programs in literacy education, therefore opportunities for articulation are available. There is one other Ph.D. program in S.C. that is similar to the proposed LLC Ph.D. program at CU. The University of South Carolina (USC) and CU have well-established doctoral-level literacy programs (our current program is a Ph.D. in Curriculum and Instruction, with an emphasis in Literacy and USC offers a Ph.D. in Language and Literacy). Clemson University literacy faculty members have a long history of collaborating with USC to improve literacy education in South Carolina and the nation. For example, CU and USC faculty are currently working together with the SC Education Oversight Committee on pending Read to Succeed legislation and continue to collaborate on statewide literacy programs such as Reading Recovery. See letter of support (attachment B) from Dr. Diane Stephens and Dr. Diane DeFord, Language and Literacy faculty members at USC.

Similar Programs in the Region and Nation

During the previous decade, a significant number of leading research universities have shifted their Ph. D. programs toward integrating literacy, language and culture to reflect emerging theories, research, and demographic changes. The proposed Ph. D. program in LLC will ensure that our program is competitive with others in the region and across the country (see Professional Review letter from Dr. Susan B. Neuman, University of Michigan, Attachment A). The proposed Ph.D. program in LLC will allow for more individualized programs of study as prospective doctoral students will have a variety of academic and professional backgrounds and career goals. The curriculum emphasizes advanced quantitative and qualitative research methodology in line with prominent Ph.D. programs in Literacy, Language, and Culture offered at major universities including University of Michigan, University of Maryland, University of Georgia, and Vanderbilt University.

Admission Criteria

For admission, individuals must have completed a master's degree from a regionally accredited institution and have preK-12 teaching experience. An application package for admission will include (1) an online application, (2) undergraduate and graduate transcripts (cumulative *minimum* grade-point average of 3.25 on graduate work), (3) two recommendations, with one from an immediate prior supervisor, (4) current résumé, (5) copy of teaching and/or administration certifications, (6) competitive GRE scores on verbal, quantitative and writing assessments, and (7) an essay that addresses knowledge, accomplishments, and future career goals. An interview, in person or virtually, that reflects strong communication skills, knowledge, and enthusiasm for teaching and learning is also required. Applicants whose first language is not English must also submit TOEFL or IELTS

scores. Prospective students are encouraged to apply four months prior to the beginning of the term in which they wish to enroll.

Enrollment

Estimates of Ph.D. student enrollment in the LLC program are based on the Departments capacity to offer courses, provide mentors, and graduate assistantships needed to conduct and deliver a high quality program. There are 13 tenured and tenure-track faculty members with qualifications to teach and serve as advisors in the proposed LLC Ph.D. program. The faculty members have expertise in literacy (preK-12), early childhood education, elementary education, and secondary education. There are eight students enrolled in the current Ph.D. program in Curriculum and Instruction with an emphasis in Literacy. It is anticipated that five of these students will graduate within the next year and the remaining three students have expressed the desire to complete the requirements for the Ph.D. in LLC.

We anticipate annual enrollment in the LLC Ph.D. program to be three or four students per year, reaching a total of 15 or 16 students in the program at any given time, once full implementation is achieved, resulting in approximately four or five graduates a year. Graduates of the proposed LLC Ph.D. program will seek employment primarily in the following positions that require a terminal degree: (a) tenure-track assistant professors of education at research-oriented universities and teacher preparation-oriented colleges and universities, and (b) research scientists in educational organizations and foundations.

With 13 faculty members, there will be ample coverage for advisement of four new students admitted each year during the next four years as the program is fully implemented according to the timetable below:

Year 1 – Advisor/student ratio of 13/7 (4 new students admitted; 3 from former C&I program with an emphasis in Literacy)

Year 2 – Advisor/student ratio of 13/11 (4 new students admitted)

Year 3 – Advisor/student ratio of 13/15 (4 new students admitted, 3 graduating)

Year 4 – Advisor/student ratio of 13/16 (4 new students admitted)

Table A: PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015– 16	7*	70	7*	70	3	6
2016– 17	11	110	11	110	6	12
2017– 18	15	150	15	150	6	12
2018– 19	16	160	16**	160	8	16
2019– 20	16	160	16	160	8	16

*5 new students; 3 from existing C & I Ph.D. with emphasis in Literacy: **Anticipates students graduating.

Description of Curriculum

The LLC program goals are to produce graduates with sophisticated understandings of the relationships among literacy, language and culture and the ability to use this knowledge to improve literacy levels. The program will emphasize complex problem solving, critical thinking, and ethics through coursework and competency-based experiences. The Ph.D. in LLC has a minimum requirement of 62 credit hours. Students are required to complete core course requirements, research methodology requirements, cognate requirements, and dissertation credit hour requirements. In addition, students will be required to pass a comprehensive exam, dissertation proposal defense, and final oral dissertation defense.

Brief Curriculum Overview

Core Courses - 9 credit hours

Cognate Courses - 12 credit hours

Research Courses - 16 credit hours

Teacher Education Doctoral Seminar – 2 credit hours

Literacy, Language and Culture Doctoral Seminar – 2 credit hours

Teaching Internship – 3 credit hours

Dissertation – a minimum of 18 credit hours

Program Requirements

- Successful completion of a minimum of 62 credit hours
- Competency in 3 topic areas: (1) literacy, language and culture (9 credit hours); (2) cognate area (12 credit hours); (3) research methods (16 credit hours)
- Ability to pursue research (typically demonstrated by a research publication)
- Successful completion of a 12-hour comprehensive examination
- A dissertation proposal approved by the candidate's research committee
- Successful defense of dissertation research

Literacy, Language and Culture Specialty Courses (9 hours). All students will take three core courses focused on the major academic areas of literacy, language and culture.

EDLT 9070 - Sociocultural Theories of Learning

EDLT 9390 - Theoretical Models and Processes of Reading and Writing

EDLT 9140 - Language Development, Diversity, and Discourse

Cognate Course Options (12 hours)

Students will select four additional courses (12 credits) that will constitute a cognate. Examples of cognates include areas of study such as dual language learners, disciplinary literacy, reading and writing instruction, early literacy, and digital literacies. The cognate courses can be selected from education or other disciplines such as sociology, psychology, English, and linguistics. Some examples of cognate course options in education follow:

EDLT 9130 – Critical Issues in Literacy, Language and Culture

EDLT 9170 – Teaching Disciplinary Literacies

EDLT 9200 – Language Policy in Educational Contexts

EDLT 9210 – Home, Family, and Community Literacy Practices

EDLT 9220 – Research in Early Literacy Development

EDLT 9370 – Reading Recovery Theory I

EDLT 9380 – Reading Recovery Theory II

EDLT 9120 – Advanced Diagnosis and Remediation

EDLT 9160 – Advanced Practicum in Reading
EDLT 9110 – Teaching Reading Through a Literature Emphasis
EDLT 9150 – The Reading-Writing Connection: An Integrated Approach
EDLT 9440 – Reading Research: Review and Critique of the Literature
EDLT 9250 – Special Problems in Reading Education
ED 9010 – Teaching Writing: Theory and Research
EDF 9050 - Critical Look at Social Media, Games and Emerging Technologies
EDF 9110 - Games for Learning

Research and Methodology Course Options (16 credit hours)

The minimum requirement for research courses is 16 credit hours. Students must complete two quantitative courses, two qualitative courses, and one additional research course of their choice. The following three courses are required:

EDF 9270 - Quantitative Research Designs
EDF 9770 - Multiple Regression/General Linear Model in Educational Research
EDF 9790 - Qualitative Research Methods

Two courses selected from the following list are options:

EDF 9710 - Case Study and Ethnographic Research Methods and Design
EDF 9720 - Phenomenology and Grounded Theory Research Methods and Design
EDF 9730 - Narrative and Historical Research Methods and Design
EDF 9750 - Mixed Methods Research
EDF 9780 - Multivariate Statistics for Educational Research
PSYCH 873 - Structural Equation Modeling in Applied Psychology
MTHSC 807 - Applied Multivariate Analysis
EDSP 9360 - Single Subject Research Design

Teaching Internship (3 credit hours)

ED 9020 – Independent Doctoral Study

Dissertation (minimum of 18 credit hours)

New Courses

The following new courses have been developed to update our existing program (Ph.D. in C & I with an emphasis in Literacy) and to support the proposal for the Ph.D. in Literacy, Language and Culture. With 13 faculty in literacy, language and culture, there are sufficient faculty resources to offer these new courses (courses will be offered every other year so that only 3 new courses will be offered during an academic year).

EDLT 9130 – Critical Issues in Literacy, Language and Culture

Catalog Description: This course examines critical issues related to literacy, language, and culture. Through an investigation of research and policy literature, students develop an understanding of the trends in literacy, language, and culture and the critical issues that are emerging in the field.

EDLT 9140 – Language Development, Diversity, and Discourse

Catalog Description: This course will introduce students to the study of language with implications for teaching and learning. Among course topics are: language development, language diversity and discourse.

EDLT 9170 – Disciplinary Literacies

Catalog Description: The purpose of this course is to deepen understanding of theory and research surrounding literacies within secondary schooling disciplines. The course familiarizes students with historical conceptions of subject matter and related research. Students conceptualize subject matter literacies within disciplines in order to envision and research literacy pedagogies.

EDLT 9200 – Language Policy in Educational Contexts

Catalog Description: This course provides students interested in educational policy with an understanding of the landscape of language policy in the United States. Students examine historical discourses shaping the evolution of language policy in order to understand the material, historical, and social forces that have contributed to current policies.

EDLT 9210 – Home, Family and Community Literacy

Catalog Description: This course explores home, family, and community as sites of literacy learning and practice. Students examine sociocultural theories of literacy learning in home, family and community settings, incorporating both seminal and emergent research.

EDLT 9220 – Research in Early Literacy Development

This course explores theoretical foundations and research in early reading and writing development. Seminal and current research will be explored along with implications for instruction.

Assessment Plan

Graduates of the Ph.D. program in Literacy, Language and Culture will:

- develop knowledge of seminal theories of literacy, language and culture.
- review, analyze, and synthesize existing research and theoretical literature in literacy, language and culture.
- apply theories and research to policy and current issues in the field.
- be knowledgeable about ways in which culture affects in-school and out-of-school language and literacy practices.
- capitalize on the cultural and linguistic strengths of learners and their families as resources for literacy teaching and learning.
- foster relationships with learners, families, and communities in ways that honor the culturally specific ways of knowing and being in the world.
- analyze the relationships among economic and social inequality and literacy development.
- critique and conduct research relevant to language, literacy and culture.

The success of the LLC Ph.D. program will be assessed in several ways. The following program outcomes will be analyzed annually and across time:

1. All students who enroll in the program will graduate within the time allocated for the program.
2. All program graduates will be employed in their field of study within one year of graduation.
3. Alumni surveys will track students' success in attaining gainful employment (Employer Survey Form).
4. Post-graduation surveys of graduates will assess their satisfaction with the program (Graduate Survey Form).
5. Faculty will determine whether program components should be continued, enhanced, revised, or discontinued based upon findings from student and employer data.

Yearly assessments of program progress for each student will be conducted by LLC faculty and shared with the student and the Teacher Education Doctoral Advisory Committee (LLC Yearly Assessment Form).

1. Students will develop and defend a coherent cognate for their program of study with their advisor (GS2 Form).
2. Advisors and mentors of students involved in competency-based learning opportunities will evaluate students' professional preparation and proficiency.
3. Students will be required to pass a comprehensive examination at the conclusion of coursework.
4. Students will successfully complete and defend their dissertation research proposal.
5. Students will successfully defend their dissertation.

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to, enrollment and graduate rates, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. In April of each year, the LLC faculty will meet to evaluate the program. Faculty will engage in a discussion of program strengths and needs. The evaluation will result in three possible actions: 1) continue to observe student learning, 2) modify a particular course's content, 3) change the pre-requisite course or content. Changes will be made to strengthen the program and improve the education experiences of the students.

Faculty

The proposed LLC Ph.D. program is built upon a strong core of existing faculty. Currently, there are 13 tenured or tenure-track faculty members who are well qualified to teach, conduct research, and mentor Ph.D. candidates in the field of literacy, language and culture. The LLC faculty members already provide leadership at the state, national, and international levels. For example, Dr. C.C. Bates is Director of the Reading Recovery Training Center for South Carolina. Dr. Linda Gambrell is co-editor of *Reading, Research Quarterly*, one of the highest ranked research journals in the field of education. Drs. Pamela Dunston, Susan Fullerton, C.C. Bates, Anna Hall, Philip Wilder and Jacquelyn Malloy serve as co-editors of the Literacy Research Association Yearbook, published by the leading literacy research organization in the U.S. Dr. Jonda McNair is co-editor of *The Journal of Children's Literature*. Faculty have served in the role of elected President of leading education organizations including the International Reading Association, Literacy Research Association, and Association for Literacy Educators and Researchers. The faculty members of the Department are qualified to direct graduate students in this field. All faculty members attend professional conferences and publish peer-reviewed manuscripts in their areas of expertise. All faculty members are actively engaged in research. The institutional definition of the full-time equivalents (FTE) is 12 credit hours.

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	Elementary Literacy Development & Motivation to Read	yes
Professor #2	Ph.D.	Early Childhood Literacy & Parent Education	yes
Professor #3	Ph.D.	Digital Forms of Literacy	yes
Associate Professor #1	Ph.D.	Elementary-Adolescents, Struggling Readers & Assessment	yes
Associate Professor #2	Ph.D.	Children's Literature & Early Literacy	yes
Associate Professor #3	Ph.D.	Early Childhood-Elementary Literacy Development & Response to Literature	yes
Assistant Professor #1	Ph.D.	Language & Literacy, C&I Instruction in Middle School and Secondary	yes
Assistant Professor #2	Ph.D.	Early Literacy/Reading Recovery	yes
Assistant Professor #3	Ph.D.	Language, Literacy & Culture	yes
Assistant Professor #4	Ph.D.	Early Childhood Writing Development & Instruction	yes
Assistant Professor #5	Ph.D.	Early Childhood Language and Culture	yes
Assistant Professor #6	Ph.D.	Literacy, Language and Culture/Elementary	yes
Assistant Professor #7	Ph.D.	Literacy/English Education/ Secondary	yes

Table C: UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2015 – 16	0	0	2	.20	2	.20
2016 – 17	0	0	2	.20	2	.20
2017 – 18	0	0	2	.20	2	.20
2018 – 19	0	0	2	.20	2	.20
2019 – 20	0	0	2	.20	2	.20
Faculty						
2015-16	0	0	13	2.75	13	2.75
2016 – 17	0	0	13	3.75	13	3.75
2017 – 18	0	0	13	3.75	13	3.75
2018 – 19	0	0	13	4.25	13	4.25
2019 – 20	0	0	13	4.25	13	4.25
Staff						
2015 – 16	0	0	1	.1	1	.1
2016 – 17	0	0	1	.1	1	.1
2017 – 18	0	0	1	.1	1	.1
2018 – 19	0	0	1	.1	1	.1
2019 – 20	0	0	1	.1	1	.1

Curriculum Map

First Year

Fall

Core Course: EDLT 9070 – Sociocultural Theories of Learning (3 credits)

Core Course: EDLT 9190 - Theoretical Models and Processes of Reading and Writing (3 credits)

Research Course: EDF 9270 – Quantitative Research Designs (4 credits)

Seminar: ED 9030 – Introductory Doctoral Seminar I (1 credit)

Spring

Core Course: EDLT 9140 – Language Development and Discourse (3 credits)

Cognate Course: (3 credits)

Research Course: EDF 9790 – Qualitative Research Methods (3 credits)

Seminar: ED 9040 – Introductory Doctoral Seminar II (1 credit)

Second Year

Fall

Cognate Course: (3 credits)

Cognate Course: (3 credits)

Research Course: (3 credits)

Seminar: ED 9010 – Literacy, Language and Culture Seminar (1 credit)

Spring

Cognate Course: (3 credits)

Teaching Internship: ED 9800 – Internship in C & I (3 credits)

Research Course: (3 credits)

Seminar: ED 9010 – Literacy, Language and Culture Seminar (1 credit)

Third Year

Fall

Research Course: (3 credits)

Dissertation Research: ED 9910 – Doctoral Dissertation Research (7 credits)

Spring

Dissertation Research: ED 9910 – Doctoral Dissertation Research (11 credits)

Physical Plant

The School of Education, where the LLC Ph.D. will be housed is located in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed LLC Ph.D. program for the next five years.

Equipment

There are no additional major equipment items needed to support the proposed LLC Ph.D. program.

Library Resources

The Clemson University library resources required for the proposed LLC Ph.D. are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. No additional library resources are anticipated; however, a small amount of funding will be budgeted to add journals or books if the need arises. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms.

Accreditation, Approval, Licensure, or Certification

The proposed LLC Ph.D. program is not subject to specialized or professional accreditation or approval by any state agency other than the SC Commission of Higher Education.

Articulation

The proposed LLC Ph.D. is a terminal degree. At this time, there is no direct program collaboration with any other state institution.

Estimated New Costs

This proposal is based on the modifications in Curriculum and Instruction emphasis in Literacy, the existing tenured and tenure-track faculty will serve as course instructors and advisors in the new LLC program.

Table D: ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$102,500
Faculty Salaries	\$190,000	\$260,000	\$260,000	\$300,000	\$300,000	\$1,310,000
Graduate Assistants	\$142,282	\$144,144	\$146,090	\$148,148	\$150,305	\$730,969
Clerical/Support Personnel	\$3400	\$3400	\$3400	\$3400	\$3400	\$17,000
Supplies and Materials	\$200	\$200	\$200	\$200	\$200	\$1000
Library Resources						
Equipment	\$2600	\$2600	\$2600	\$2600	\$2600	\$13,000
Facilities						
Travel	\$5500	\$7500	\$7500	\$8500	\$8500	\$37,500
Recruitment/seminars	\$2000	\$2000	\$2000	\$2000	\$2000	\$10,000
TOTALS	\$366,482	\$440,344	\$442,290	\$485,348	\$487,505	\$2,221,969
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$7,287	\$17,760	\$35,520	\$39,960	\$39,960	\$140,487
Program-Specific Fees	0	0	0	0	0	0
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds** (Reassignment of existing faculty to graduate classes, etc.)	\$339,195	\$402,584	\$386,770	\$425,388	\$427,545	\$1,981,482
Federal Funding	0	0	0	0	0	0
Other Funding (Specify)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
TOTALS	\$366,482	\$440,344	\$442,290	\$485,348	\$487,505	\$2,221,969

Tuition is calculated based on a combination for fulltime graduate students on teaching assistantships and parttime enrollment of students taking two three-credit courses per semester. Faculty, administrative and staff salaries are reallocated from existing department funds. Their teaching and staff/administrative duties are being reassigned to the LLC program. Other funding includes tuition revenue generated from offering online courses to meet the requirements of the new state Read to Succeed Legislation. These are conservative estimates and could very well be much higher than will be needed; thus reducing the reallocation of funds. Further, graduate assistants will teach undergraduate classes mentored by senior faculty, thereby freeing up faculty to teach and conduct research without additional cost in the PhD program. It is anticipated that graduate students will also be funded through extramural sponsored research; these funds are not shown in this budget and would further reduce the direct costs of the program.

CAAL
8/7/14
Agenda Item 4d

Attachment A: External Review—The original letter (February 2014) was revised by the evaluator on June 22, 2014 following the request by the CHE Staff.



June 22, 2014

Dr. Linda Gambrell
Distinguished Professor of Education
Co-editor, *Reading Research Quarterly*
Clemson University
409E Tillman Hall
Clemson, SC 29634

Dear Dr. Gambrell,

I understand that the faculty and administration at Clemson University, one of the most distinguished research universities in education, is considering a plan to revise their current Ph.D. program in Curriculum and Instruction to one that would be identified as a Ph.D. in Language, Literacy and Culture. I have reviewed your materials and course offerings and strongly support your decision. These changes are forward-thinking and consistent with the field of literacy studies which today focuses on literacy in our global society and the sociocultural nature of these activities that influences it.

These programmatic issues represent more than a change in title. Rather, our field has shifted dramatically in the past 30 years from one that considers “reading” and curriculum studies as an isolated, individualized endeavor to one that is about “literacy” (reading, writing, speaking and listening) in the sociocultural context. It highlights the notion that literacy does not merely develop through school instruction, but is affected by the child’s cultural, family and community in which he/she resides.

It was with these concerns that the School of Education at University of Michigan changed our doctoral program to reflect one that focused on language literacy and culture. Students in our program take courses on language and parenting; sociology courses that addresses issues of community and organizations, and take courses on history and theoretical underpinnings of literacy and its practice. We also include courses on current topics in literacy development that allow students to learn about the policies and politics of literacy practice from these multiple perspectives. These courses, combined with a very rich methodological emphasis help prepare our students to be at the cutting-edge of their respective fields. All are required to participate two years in a research mentorship with faculty, 20 hours per week, and all are required to teach undergraduate students, the next two years. The average completion time for the doctorate is 5-6 years, including preliminary examinations and dissertation. Our students by and large, go on to teach at Research I institutions.

After reading your proposal for a doctoral program in literacy, language and culture, it appears very much in line with the current thinking at University of Michigan. In brief, let me provide an evaluation of your program. Having served in higher education positions for the past 30

years, it is from this perspective that I offer the following evaluation of the proposed doctoral program in literacy, language and culture at Clemson University.

There is an increasing need for doctoral programs in literacy, language, and culture across our nation in order to better prepare individuals for college and university positions in teacher education programs, particularly because of the increasing language diversity in today's classrooms. My review of the proposed literacy, language and culture program at Clemson University, therefore, is that it serves a very important constituency in the field of literacy, and will meet the needs for highly qualified literacy scholars and researchers.

The proposed program is particularly strong with respect to the curriculum and the cognate areas that doctoral students may pursue. These programmatic elements are consistent with similar doctoral programs at leading research universities, including the University of Michigan. The program will be highly effective in preparing individuals as scholars, researchers, teacher educators and leaders in the field of literacy. The program reflects a solid base of 4 core courses, an especially rigorous research core, and cognate options that allow for specialization. Its deep emphasis on research and evidence-based practice is particularly impressive. Graduates of this program will be highly competitive for positions in higher education.

I see no drawbacks to the proposed program. Indeed, the faculty consists of emerging and nationally and internationally known scholars in the field of literacy, language and culture. With 13 highly qualified faculty, the faculty resources to deliver this program are already in place.

In conclusion, there is a strong and compelling State and National need for this program. Such a program will benefit the State of South Carolina and the nation as we strive to prepare individuals for higher education who can improve the literacy skills of our citizens through high quality teacher education programs and research.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Susan Neuman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Susan B. Neuman
Professor, Educational Studies

Short Bio for External Reviewer: Dr. Susan B. Neuman

Susan B. Neuman is a specialist in early literacy development; whose research and teaching interests include early childhood policy, curriculum, and early reading instruction for children who live in poverty. In her role as the U.S. Assistant Secretary for Elementary and Secondary Education, Neuman established the Early Reading First program, developed the Early Childhood Educator Professional Development Program, and was responsible for all activities in Title I of the Elementary and Secondary Act. She has written more than 100 articles, and authored and edited eleven books, including the three volume *Handbook of Early Literacy Research* (Guilford Press), *Changing the Odds for Children at Risk* (Teachers College Press, 2009), *Educating the Other America* (Brookes, 2008), *Multimedia and Literacy Development* (Taylor & Francis, 2008), and *Giving Our Children a Fighting Chance: Poverty Literacy, and the Development of Information Capital*. (Teachers College Press, 2012). Her most recent book is *All About Words: Increasing Vocabulary in the Common Core Classroom, Pre-k Through Grade 2* (Teachers College Press, 2013).

Attachment B: Support letter from USC



Department of Instruction
and Teacher Education

February 26, 2014

The South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

To Whom It May Concern:

As faculty in the Language and Literacy Ph.D. program at USC we are aware of and support the plan to revise the Ph.D. program in Curriculum and Instruction in Reading at Clemson University to a Ph.D. in Language, Literacy and Culture.

We have reviewed materials and course offerings and support this curriculum change. These changes are in keeping with current theory and research and are consistent with the field of literacy studies which today focus more broadly on the sociocultural nature of literacy practices.

The proposed programmatic changes represent more than a change in degree title. The field of literacy has shifted from a focus on "reading" and curriculum studies to a focus on "literacy" (reading, writing, speaking and listening) in the sociocultural context. The proposed course and program changes highlight the notion that literacy development is influenced by a number of factors including school instruction, cultural context, family and community. It was these concerns that drove the need for Clemson University to develop the Ph.D. in Literacy, Language, and Culture.

USC offers a Ph.D. in Language and Literacy, however, given the needs of our state for well prepared literacy educators we support the proposed Literacy, Language, and Culture program proposed by CU. USC and CU literacy faculty have a long history of collaboration in serving

the literacy needs of our state, including Reading Recovery efforts and State Department of Education initiative.

Thank you,



Diane Stephens, Ph.D.
Swearingen Chair of Education



Diane Deford, Ed.D.
Instruction and Teacher Education