

Name of Institution:

Coastal Carolina University

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

M.Ed. in Language, Literacy, and Culture

Program Designation

- | | |
|---|---|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g.,
Ph.D. and DMA) |
| <input type="checkbox"/> 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 2017**

CIP Code: **13.1315**

Delivery Site(s): **Coastal Carolina University Main Campus, at some school sites, and online.**

Delivery Mode

- | | |
|---|--|
| <input type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input checked="" type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended (more than 50% online) |
| | <input type="checkbox"/> Other distance education |

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

Jeanne Cobb, Ph. D.
Professor of Literacy Education and Coordinator of the Literacy Program
843-349-2669
jcobb@coastal.edu

Institutional Approvals and Dates of Approval:

College of Education	02/08/2016
University Board of Trustees	02/19/2016
University Graduate Council	02/08/2016
University Faculty Senate	03/03/2016
University Provost	03/15/2016
University President	03/15/2016

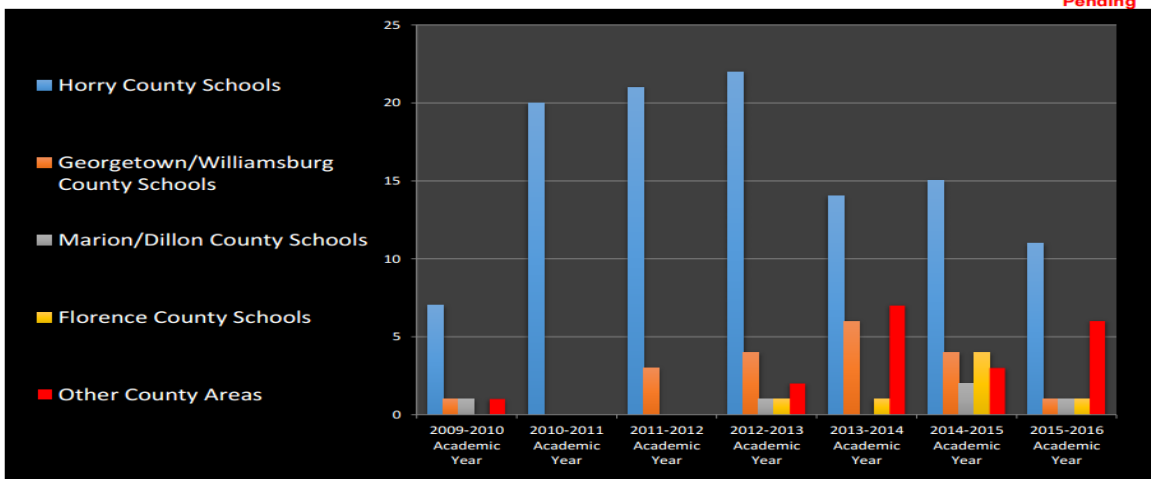
Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of this proposed program is to prepare and support in-service teachers with research-based literacy strategies and methods for improving their students' reading and writing skills. The program is designed as a "core-plus-concentration" model, which means all candidates take a group of core literacy courses and also choose a concentration in either (1) advanced literacy theory, assessment, and instruction or (2) the study of second language acquisition theory, assessment, and instruction. With literacy being an area of emphasis, as evidenced by the Read to Succeed Act (R2S) and the adoption of new state assessments and standards, this program is crafted to meet the local needs of teachers and students in the Coastal Carolina University (CCU) service area – Horry, Georgetown, Williamsburg, Dillon, Marion, and Florence counties – that CCU has historically served, as shown in Figure 1. This program aligns to the University's mission by emphasizing students being part of an "active learning community" that includes the use of emerging technologies and innovative courses. Embedded throughout this program, candidates complete a variety of tutoring and clinical practicums that incorporate a variety of technologies (e.g., tablets, mobile applications, and digital texts) into blended learning activities. These digitally enhanced experiences ensure candidates are actively learning and practicing relevant methods for teaching literacy in authentic contexts. In addition, the courses are designed flexibly, so they can be offered as hybrid, face-to-face at local school sites, or 100% online, so candidates are able to select the delivery method that meets their learning needs. Given recent trends in candidates' preferences for course modalities, it is projected that all courses and practicums will eventually be completed 100% online sometime in the near future. With literacy being a statewide initiative, this program provides teachers access to a regional university that is able to meet their specific needs.

Figure 1: Literacy-Education M.Ed. Candidates Disaggregated by County

	2009-2010 Academic Year	2010-2011 Academic Year	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Horry County Schools	7	20	21	22	14	15	11
Georgetown/Williamsburg County Schools	1	0	3	4	6	4	1
Marion/Dillon County Schools	1	0	0	1	0	2	1
Florence County Schools		0	0	1	1	4	1
Other County Areas	1	0	0	2	7	3	6
							Summer Pending



List the program objectives. (2000 characters)

The program objectives for the proposed M.Ed. in Language, Literacy, and Culture are divided into three sections. All the objectives are aligned to the Spadoni College of Education's Conceptual Framework. In addition, the "Core" and "Literacy" concentration courses are both also aligned to the International Literacy Association's Standards for Reading Professionals, while the "Language and Culture" courses are aligned to the organization of Teaching English to Speakers of Other Languages standards for P-12 Teacher Education programs.

Objectives for the "Core" Literacy Courses

1. Demonstrate an understanding of the nature of language, theories of language acquisition and the relationship to literacy learning.
2. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction and the history of reading instruction.
3. Demonstrate an understanding of language and literacy research, and implement that research knowledge by designing and conducting an action research project within an authentic classroom or school-wide setting.
4. Plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.
5. Acquire the content knowledge and skills necessary for assessing, designing, and implementing research-based literacy programs to meet the needs of all students based on their educational, cognitive, cultural, and linguistic strengths and needs.

Objectives for the "Literacy" Concentration Courses

1. Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress to make learning meaningful for all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.
2. Apply knowledge of classroom, school, and sociocultural contexts to plan, conduct, and evaluate professional development activities offered in educational settings.

Objectives for the "Language & Culture" Concentration Courses

1. Assess and analyze student work to guide planning instruction and additional assessments.
2. Evaluate student language output in terms of language development stages.

Assessment of Need

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

In preparation for this proposal, both pre-service teachers and in-service teachers were surveyed. The pre-service teachers were all enrolled in a literacy class at CCU, and they represented students who were all within 18 months of graduating. To administer the survey, literacy course instructors allowed for their students to complete it during a class meeting. Of the 125 pre-service teachers surveyed, 96% reported that they plan to enter a graduate program in the next 3-5 years, and 81% of them indicated they would be interested in earning an endorsement or certification related to literacy or ESOL education.

Regarding the in-service teachers, a survey was originally sent to the professional development coordinators of the CCU service area or related counties (e.g., Horry, Georgetown, Williamsburg, Marlboro, Dillon, Marion, and Florence counties) during the fall of 2015 to ascertain the numbers of prospective candidates for this degree program. The coordinators then distributed the survey to their teachers. Of the 116 teachers who responded, 53.4% indicated interest in pursuing this proposed degree and 63.2% indicated they would begin pursuing their graduate coursework in the next 3-5 years. Of the three endorsements surveyed – literacy, special education, and technology – 81.8% of respondents indicated they were interested in earning a literacy coach, literacy specialist, or ESOL endorsement. These two data sets demonstrate there is a regional pool of prospective candidates who are interested in this proposed program, and the current M.Ed. degree program with a concentration in Literacy has already graduated more than 80 candidates from the Grand Strand region, as shown in Figure 1. In addition, the growing number of English language learners (ELLs) provides further evidence that this proposed degree is needed.

Though South Carolina has experienced the largest influx of ELLs over the past decade [more than a 700% increase in the last 20 years according to Payán and Nettles (2008)], all the southeastern states have experienced a significant increase of ELLs. However, even with South Carolina experiencing the largest amount of growth, the state does not require teacher education programs to include required coursework in the field of ELLs and language acquisition. With the budding ELL population, it is foreseeable that earning an ESOL add-on endorsement will soon be a requirement to being a highly qualified teacher, as it already has in Arizona, California, Florida, and New York (U.S Office of English Language Acquisition & the National Clearinghouse for English Language Acquisition, n.d.).

Public education in South Carolina and nationally is changing. States are reevaluating their academic standards and assessments and taking extra care to ensure public schools are serving all students. Foundational to these reforms is that quality teachers are prepared for the new literacy demands and diverse students they will teach in the classroom. Coastal has already supplied some of these needs through the current concentration, but more can easily be done with the qualified professors we have on hand. This proposed degree was crafted in response to these changing demands placed on teachers to prepare them with the skills, knowledge, research, and methods needed to provide effective instruction appropriate for the 21st century.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities Over the Next 10 Years in S.C.			
Occupation	Expected New Jobs	Employment Projections	Data Source
ESOL Teachers	12	2.1%	CERRA & CHE
Literacy Teachers	12	1.5%	CERRA & CHE

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Jennifer Garrett supplied the data in the above chart, and she serves as the Coordinator of Research and Program Development for South Carolina’s Center for Educator Recruitment, Retention, and Advancement (CERRA). Working jointly with South Carolina’s Commission on Higher Education (CHE), Garrett was part of a team that made 10-year projections for the amount of teachers needed in all subject areas. No specific subject areas showed spikes in employment. For example, math is considered a high-needs area in South Carolina, and it only showed expected growth of 3.5% over the next 10 years. Instead of spikes, the numbers demonstrate the relative stability of these jobs. When analyzing the amount of jobs in contrast to teacher turnover rates, it demonstrates not just the consistency of these jobs, but the need to prepare candidates to fill future vacancies.

Of the districts that comprise the Grand Strand region and nearby, turnover rate is a factor that impacts them annually. According to South Carolina Department of Education (2014), the teacher turnover for the region’s related school districts were: Horry, 6.3%; Georgetown, 10.1%; Williamsburg, 13.4%; Marlboro, 11.9%; Dillon 3, 11.3%; Dillon 4, 11.8%; Marion, 12.8%; Florence 1, 6.7%; Florence 2, 10.2%; Florence 3, 13.2%; Florence 4, 24.0%; and Florence 5, 8.7%. Though teachers may leave the classroom for personal or professional reasons, qualified teachers need to be prepared to replace the teachers who left the classroom, and this degree is designed to meet that need. In addition to new jobs, this proposed degree offers its graduates additional career opportunities.

First, because this program only accepts certified teachers, graduates will receive an increase of salary if they continue serving as classroom teachers. For example, in Horry County (2015), a teacher with five years of experience and a bachelor’s degree earns \$38,980 annually. By earning this M.Ed., that same teacher would earn at least \$44,878 annually. Furthermore, the Read to Succeed Act (R2S) signed by Governor Haley in 2014 requires students who are in grade 4 or above and are “substantially not demonstrating reading proficiency” be provided reading interventions by either a literacy/reading coach or a teacher who holds a literacy-teacher

endorsement. Graduates of this program would hold the credentials needed to provide such mandated interventions to struggling readers, which will make them more marketable to principals needing qualified teachers. R2S also provides teachers with employment pathways that extend outside of the classroom, such as jobs as reading interventionists, reading coaches, curriculum specialists, and team leaders/department chairs.

As part of R2S, each of South Carolina's 626 elementary schools are required to hire and staff a reading/literacy coach on site, and these coaches are responsible for providing professional development to improve students' literacy abilities. Graduates who complete the "Literacy" concentration of this proposed program would be eligible to serve in these positions, which provide them additional employment opportunities.

On the other hand, for teachers who wish to teach ELLs, the "Language and Culture" concentration allows them to earn the credentials required to be an English to Speakers of Other Languages teacher, which is a high-needs area in South Carolina (US DoE, 2015). According to the National Center for Education Statistics (2015), it is predicted that the cultural, linguistic, and racial diversity of students in schools will continue to expand in the coming decade. With a declining majority Caucasian population, students from African-American, Hispanic, and Asian backgrounds are quickly becoming the majority population in schools. In South Carolina, this diversity includes non-native English speakers. For example, in the 2004-2005 school year, there were 15,396 ELLs enrolled in South Carolina's schools, which was a 714% increase from the 1994-1995 school year (Payán & Nettles, 2008). By the 2012-2013 school year, there were more than 38,000 ELLs enrolled in South Carolina's schools, and the native languages most commonly spoken were Spanish, Russian, Vietnamese, Chinese, and Arabic (Colorín Colorado, 2015). These statistics indicate that the ELL population in South Carolina's schools will continue to grow into the foreseeable future, and all teachers need to be prepared to meet the challenges that accompany developing their students' literacy skills. This growth is also seen in CCU's neighboring counties.

In the Grand Strand region, the growing ELL student population has impacted local districts' hiring practices, which provides further evidence of the employment opportunities open to graduates of this proposed degree program. According to the Horry County English to Speakers of Other Languages (ESOL) coordinator, six ESOL teachers were hired in 2014, and 11 additional ESOL teachers were hired in February 2016. The coordinator also predicted that 22 more ESOL teachers would need to be hired by 2017-2018 in order to meet the needs of the district's ELL population. According to Horry County School's website (2016), HSC is the third largest school district in South Carolina, and its changing demographics reflect those of national trends.

References

- Center for Public Education, (2012). The United States of education: The changing demographics of the United States and their schools. Retrieved from <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Organizing-a-School-YMABI/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.html>.
- Colorín Colorado. (2015). South Carolina: ELL Resources. Retrieved from <http://www.colorincolorado.org/ell-basics/resources-state/south-carolina>.

Garrett, J. (2016, January). A Report on the Fall 2015 Supply and Demand Survey. Center for Educator Recruitment, Retention, and Advancement. Retrieved from [file:///Users/toddcherner/Downloads/2015_Supply_Demand_Report%20\(1\).pdf](file:///Users/toddcherner/Downloads/2015_Supply_Demand_Report%20(1).pdf).

Horry County Schools. (2016). ESOL. Retrieved from http://www.horrycountyschools.net/pages/Horry_County_Schools/3352373296737269426/Instructional_Support_Services/ESOL.

Horry County Schools. (2015). Teacher Salary Schedule for 2015-2016. Retrieved from http://www.horrycountyschools.net/files/_JIBQ6_/ee4e0e39916d74303745a49013852ec4/FOR_WEB_2015-2016_Teacher.pdf.

Payán, R. M., & Nettles, M. T. (2008). *Current state of English-language learners in the U.S. K-12 student population* Princeton, NJ: Educational Testing Service.

South Carolina Department of Education. (2014). 2013-14 School Year South Carolina Teacher Turnover Rates by Districts. Retrieved from http://cerra.org/media/documents/2015/1/Turnover_1314.pdf.

US DoE, (March, 2015). Teacher Shortage Areas Nationwide Listing 1990-1991 through 2015-2016. Retrieved from <https://www2.ed.gov/about/offices/list/ope/pol/tsa.doc>.

U.S Office of English Language Acquisition & the National Clearinghouse for English Language Acquisition. (n.d.). Educating English Language Learners: Building Teacher Capacity. Vol III. State Requirements for Pre-service Teachers of ELLs. Retrieved from <http://www.ncele.us/files/uploads/3/EducatingELLsBuildingTeacherCapacityVol3.pdf>

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

This new program will end the current M.Ed. in Learning & Teaching (L & T) program, which originally consisted of a core group of classes and four concentrations in (1) literacy, (2) special education, (3) instructional technology, and (4) elementary education. At this point, the special education concentration (CHE approved) and instructional technology concentration (under review by CHE) have established their own freestanding M.Ed. programs, and the elementary education concentration closed due to low enrollment, which left literacy as being the only remaining concentration. A freestanding literacy program would be more valuable for candidates because all the courses would be tailored to literacy, the dual-concentrations model offers options that are specific to candidates' interests/certification needs, and it affords more practical applications through action research. Because the existing M.Ed. in L & T already included a literacy concentration and the ESOL courses were already offered as a graduate-level certificate [*Certificate in English for Speakers of Other Languages*], the instructional, facilities, and faculty resources needed for the proposed program are already in place.

As this new program will effectively end the M.Ed. in L & T program (if approved), a "teach-out" plan is in place. To serve the current candidates enrolled in the existing program, the courses needed for graduation will be offered until all candidates have completed the existing M.Ed. in L & T program. New candidates who are accepted into the current program will be advised into the courses designated for the proposed program, and the appropriate change of major forms will be completed once the new M.Ed. in Language, Literacy, and Culture is finally approved.

List of Similar Programs in South Carolina*

Program Name	Institution	Similarities	Differences
M.Ed. (Generalist)	Anderson University	<ul style="list-style-type: none"> • Offers most courses online • Offers three courses face-to-face during summer • 33-hour program 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S coursework
M.Ed. in Learning & Teaching	Bob Jones University	<ul style="list-style-type: none"> • Offers courses online 	<ul style="list-style-type: none"> • 30-hour program • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S coursework
M.Ed. in Elementary Education	Charleston Southern University	<ul style="list-style-type: none"> • Offers four R2S courses 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration
M.Ed. in Literacy Education	The Citadel	<ul style="list-style-type: none"> • Offers coursework for Literacy Teacher • Offers five R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Offers coursework for Literacy Teacher Coach
M.Ed. in Curriculum and Instruction	Claflin University	<ul style="list-style-type: none"> • Offers online courses 	<ul style="list-style-type: none"> • 36-hour program • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S coursework • Does not offer face-to-face courses
M.Ed. in Literacy	Clemson University	<ul style="list-style-type: none"> • Offers literacy concentration • Offers ESOL concentration • Offers eight R2S courses 	<ul style="list-style-type: none"> • 36-hour program
M.Ed. in Literacy Studies	Coker College	<ul style="list-style-type: none"> • Offers online courses • Offers face-to-face courses • Offers coursework for Literacy Teacher add-on endorsement • Three extra hours for Literacy Teacher Coach add-on Endorsement • 33-hour program 	<ul style="list-style-type: none"> • Does not offer ESOL concentration • Not a state-recognized R2S provider

M.Ed. in Languages	College of Charleston	<ul style="list-style-type: none"> • Offers ESOL concentration • Offers two R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Does not offer Literacy concentration
M.Ed. in Instruction and Learning	Columbia International University	<ul style="list-style-type: none"> • 33-hour program 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S coursework
Ed.S. in Literacy	Converse College	<ul style="list-style-type: none"> • Courses are offered online • Offers coursework for Literacy Teacher add-on endorsement • Three extra hours for Literacy Teacher Coach add-on Endorsement • Offers five R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Courses are not offered face-to-face • Program offered as an Ed.S. and not a M.Ed. • Does not offer ESOL concentration
M.Ed.	Francis Marion University	<ul style="list-style-type: none"> • Offers four R2S courses 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration
M.A. in Education	Furman University	<ul style="list-style-type: none"> • Offers coursework for Literacy Teacher add-on endorsement • Offers two R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Offers complete degree in ESOL • Offers complete degree in Literacy
M.Ed. in Teaching & Learning	Lander University	<ul style="list-style-type: none"> • Offers ESOL concentration 	<ul style="list-style-type: none"> • 36-hour program • Does not offer literacy concentration • Does not offer R2S courses
M.Ed.	North Greenville University	<ul style="list-style-type: none"> • Offers online courses • Offers five R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Does not offer literacy concentration • Does not offer ESOL concentration
M.Ed. in Special Education	South Carolina State University	<ul style="list-style-type: none"> • Offers coursework for Reading Teacher add-on endorsement 	<ul style="list-style-type: none"> • 36-42 hour program • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S courses
M.Ed. in Classroom Leadership	Southern Wesleyan University	<ul style="list-style-type: none"> • Offers courses online • Offers five R2S courses 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration
M.Ed. in Language & Literacy	USC – Columbia	<ul style="list-style-type: none"> • Offers literacy concentration • Offers ESOL concentration 	<ul style="list-style-type: none"> • 36-hour program

		<ul style="list-style-type: none"> • Offers seven R2S courses 	
No similar degree offered	USC – Aiken	<ul style="list-style-type: none"> • Offers two R2S courses 	
M.Ed. in Elementary Education	USC – Upstate	<ul style="list-style-type: none"> • Offers four R2S courses • Offers Post-Baccalaureate Certificate in ESOL 	<ul style="list-style-type: none"> • 36-hour program • Does not offer literacy concentration
M.A. in Education & Innovation	Webster University	<ul style="list-style-type: none"> • 33-hour program 	<ul style="list-style-type: none"> • Does not offer literacy concentration • Does not offer ESOL concentration • Does not offer R2S classes
M.Ed. in Literacy	Winthrop University	<ul style="list-style-type: none"> • Offers coursework needed for literacy teacher and coach • Offers five R2S courses 	<ul style="list-style-type: none"> • 36-hour program • Only offers two courses towards the ESOL endorsement (four courses are required)

* The data presented in this table is based on the information found on the respective university's website for literacy, graduate studies, and/or college of education.

Universities without similar degrees: Allen University, Benedict College, Clinton College, Erskine College, Limestone College, Morris College, Newberry College, Presbyterian College, St. Leo University, Southern Methodist College, USC Beaufort, USC Lancaster, and Wofford University.

Description of the Program

Table 1 Projected Total Headcount (3)						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)
2017-2018	10	60	14	83	27	163
2018-2019	32	194	26	155	38	227
2019-2020	41	246	37	224	37	220
2020-2021	40	240	36	219	36	215
2021-2022	39	236	36	215	35	212

Note 1: Based on enrollment of 10 new students each fall, 5 new students each spring and 15 new students each summer.

Note 2: Credit hours based on 6 hours per semester.

Note 3: First year total headcount based on 88% returning fall to spring, 88% returning spring to summer and 82% returning summer to fall

Note 4: Years 2-5 headcount based on 85% graduation rate of returning students, 88% returning fall to spring, 88% returning spring to summer and 82% returning summer to fall.

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2017-2018	0	0.00	1	0.25	1	0.25
2018-2019	0	0.00	1	0.25	1	0.25
2019-2020	0	0.00	1	0.25	1	0.25
2020-2021	0	0.00	1	0.25	1	0.25
2021-2022	0	0.00	1	0.25	1	0.25
Faculty						
2017-2018	0	0.00	5	2.00	5	2.00
2018-2019	0	0.00	5	2.00	5	2.00
2019-2020	0	0.00	5	2.00	5	2.00
2020-2021	0	0.00	5	2.00	5	2.00
2021-2022	0	0.00	5	2.00	5	2.00
Staff						
2017-2018	0	0.00	1	0.50	1	0.50
2018-2019	0	0.00	1	0.50	1	0.50
2019-2020	0	0.00	1	0.50	1	0.50
2020-2021	0	0.00	1	0.50	1	0.50
2021-2022	0	0.00	1	0.50	1	0.50

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Applicants for this proposed program must have:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
4. Evidence of teacher certification.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum by Category

Prefix & Number	Course Title	Credits	Required/Elective	Semester Offered
Core Classes				
** EDLL 616 OR ** EDLL 617	Content Area Reading and Writing for Early Childhood and Elementary Teachers	3	Required	<ul style="list-style-type: none"> • Spring • Summer II
* EDLL 603	Research in Literacy Methods and Materials	3	Required	<ul style="list-style-type: none"> • Spring • Fall
EDLL 606	Trends and Issues in Literacy Education	3	Required	<ul style="list-style-type: none"> • Spring
* EDLL 600	Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading	3	Required	<ul style="list-style-type: none"> • Summer I • Fall
* EDUC 630	Advanced Study of Curriculum and Instruction	3	Required	<ul style="list-style-type: none"> • Summer I • Summer II
“Literacy” Concentration Courses				
➤ EDLL 605	Organization, Administration, and Supervision of the School Reading Program	3	Required for “Literacy” Concentration	<ul style="list-style-type: none"> • Summer II (Alternating even years: 2018, 2020, 2022, etc.)
* EDLL 620	Literacy Assessment and Instruction for Diverse Populations	3	Required for “Literacy” Concentration	<ul style="list-style-type: none"> • Summer I
* EDLL 621	Developing Literacy Teacher-Leaders Within School Communities	3	Required for “Literacy” Concentration	<ul style="list-style-type: none"> • Fall (Alternating odd years: 2017, 2019, 2021, etc.)
* EDLL 622	Action Research in Literacy Coaching	3	Required for “Literacy” Concentration	<ul style="list-style-type: none"> • Spring (Alternating odd years: 2017, 2019, 2021, etc.)
* EDLL 604	Practicum in Literacy Assessment and Evaluation	3	Required for “Literacy” Concentration	<ul style="list-style-type: none"> • Fall • Spring

* EDLL 608	Instructional Strategies and Materials in Literacy	3	Required for "Literacy" Concentration	<ul style="list-style-type: none"> • Summer I • Fall
"Language and Culture" Concentration Courses				
* EDLL 650	Applied Linguistics for ESOL Teachers	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Fall (Alternating odd years: 2017, 2019, 2021, etc.)
* EDLL 651	Principles and Strategies for Teaching ESOL to Elementary and Secondary Learners	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Summer I (Alternating odd years: 2017, 2019, 2021, etc.); • Spring (Alternating even years: 2018, 2020, 2022, etc.)
* EDLL 652	Teaching Reading and Writing to Limited English Proficient (LEP) Learners	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Spring (Alternating odd years: 2017, 2019, 2021, etc.)
* EDLL 653	Testing and Assessment for Language Minority Students	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Summer I (Alternating even years: 2018, 2020, 2022, etc.)
* EDLL 654	ESOL Curriculum Design and Materials Development	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Summer II
❖ EDLL 655	Emergent Bilinguals and Special Education	3	Required for "Language & Culture" Concentration	<ul style="list-style-type: none"> • Fall (Alternating even years: 2018, 2020, 2022, etc.)

* Course Taught Before

** Course Modification – R2S alignment/Title Change or Course Description Change

➤ Course Offered in Schedule/Cancelled due to low enrollment

❖ New course/never taught

Total Credit Hours Required: **33 Credit Hours**

Course Descriptions for New Courses

Course Name	Description
EDLL 655: Emergent Bilinguals and Special Education	(3) (Prereq: EDLL 650) This course prepares candidates to understand, apply, and evaluate second language acquisition stages and distinguish them from learning disabilities. The candidates will be able to understand and plan instruction for emergent bilinguals who are in special education.
EDLL 604: Practicum in Literacy Assessment and Evaluation	(3) Emphasis on naturalistic, authentic, classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.
EDLL 608: Instructional Strategies and Materials in Literacy	(3) This course requires that students conduct in-depth study of current methods and materials used in literacy instruction. Emphasis is on research-supported instructional strategies that are effective for diverse learners and across various instructional settings.
EDLL 600: Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading	(3) This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism, and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings.
EDLL 616: Content Area Reading and Writing for Early Childhood and Elementary Teachers	This course provides teachers in grades K-6 with the strategies for teaching reading and writing across content-area classes. The course addresses creating a literate environment in the content area classes and the basic tenets of integrating technology and disciplinary literacy across the curriculum in ways that value and support diverse learners. This course also fulfills requirements for the R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers and three credit hours of coursework needed for the R2S Teacher endorsement.
EDLL 617: Content Area Reading and Writing for Middle and High School Teachers	(3) This course explores strategies for teaching reading and writing within the framework of content area classes in grades 5-12. An emphasis is placed on foundational knowledge of the reading and writing processes and the basic tenets of integrating technology and literacy across disciplines in ways that value and support diverse learners. This course also fulfills requirements for the course, R2S Content Area Reading and Writing for Middle and High School Teachers, and three credit hours of coursework needed to earn the R2S Teacher endorsement.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Full Professor	Full	EDLL 600 (Summer I, Fall) EDLL 603 (Fall, Spring) EDLL 604 (Fall, Spring) EDLL 605 (Summer II odd years) EDLL 606 (Spring)	Ed.D. Curriculum & Instruction/Literacy University of Tennessee M.S. Literacy Education, University of Tennessee B.S. Elementary Education, Western Carolina University	Graduate Faculty Status Director of the Chanticleer Center for Literacy Education Coordinator, M.Ed. in Language, Literacy, Culture Degree
Associate Professor	Full	EDLL 605 (Summer II odd years) EDLL 608 (Summer I, Fall), EDLL 616 (Summer II, Spring) EDLL 617 (Summer II, Spring) EDUC 630 (Summer I, Summer II) EDLL 606 (Spring)	Ph.D. Curriculum & Instruction, Texas A&M University M.Ed. Reading & Language Arts Education, University of Houston, B.S. Elementary Education, Bowling Green State University	Graduate Faculty Status Coordinator of the "Literacy" Concentration

Assistant Professor	Full	EDLL 650 (Fall odd years) EDLL 651 (Summer I odd years, Spring even years) EDLL 652 (Spring odd years) EDLL 653 (Summer I even years) EDLL 654 (Summer II) EDLL 655 (Fall even years) EDLL 600 (Summer I) EDLL 603 (Fall) EDLL 606 (Spring)	Ed.D. Curriculum and Instruction, University of Virginia M.A.Ed. Teaching, Wake Forest University Master's Degree, English Language and Literature, University of Bucharest Bachelor's Degree, Foreign Language and Literature (English/Romanian), University of Craiova	Graduate Faculty Status Coordinator of "Language and Culture" Concentration
Associate Professor	Part	EDLL 603 (Fall, Spring), EDLL 606 (Spring) EDLL 617 (Summer II, Spring) EDLL 600 (Summer I, Fall), EDUC 630 (Summer I, II)	Ph.D. Teacher Education, University of Tennessee, M.Ed. Secondary English, Clemson University B.S. English Language Arts Education, University of Central Florida RESOL endorsement	Graduate Faculty Status MAT Program Coordinator, beginning summer, 2016
Assistant Professor*	Full	EDLL 603 (Fall, Spring), EDLL 605 (Summer II odd years), EDLL 620 (Summer I, II), EDLL 621(Fall even years), EDLL 622 (Spring, odd years)	Ph.D. in Literacy Education or closely related field	<ul style="list-style-type: none"> • Graduate Faculty Status • Supervise and evaluate the practicum experiences

Literacy Lecturer**	Full	EDLL 616 (Summer II, Spring), EDLL 617 (Summer II, Spring), EDLL 604 (Fall, Spring), EDLL 608 (Summer I, Fall), EDLL 621 (Fall even years), EDLL 622 (Spring, odd years)	18+ graduate hours in the field of literacy education, literacy specialist certification	Year One <ul style="list-style-type: none"> • Graduate Faculty Status • Supervise candidates during tutoring experiences • Teach courses on school-sites
ELL Lecturer**	Full	EDLL 650 (Fall) EDLL 651 (Spring, Summer II) EDLL 652 (Spring) EDLL 653 (Summer II) EDLL 654 (Spring) EDLL 655 (Spring) EDLL 600 (Summer I) EDLL 603 (Fall) EDLL 606 (Spring)	18+ graduate hours in the field of literacy education with ELL certification	Year Two <ul style="list-style-type: none"> • Graduate Faculty Status • Supervise candidates during tutoring experiences • Teach courses on school-sites

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

* *Position posted in next academic year as replacement faculty.*

** *Positions posted within the next 3 years as or if program enrollment increases.*

Semester course loads are 4/3 for regular faculty and 3/3 for program coordinators. All literacy faculty members also serve undergraduate and initial licensure/MAT programs. Schedules vary depending on need for covering literacy courses across other program areas. Courses listed above are normally assigned to those faculty members but are always dependent on other course assignments from across the College of Education.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
2.00	.50	.25

Faculty /Administrative Personnel Changes

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

This proposed program will be coordinated by a current professor of literacy education who has graduate faculty status, and two other current professors of literacy education will coordinate the concentrations embedded within the program. This program does request permission to fill a tenure-track position that became vacant in spring of 2015 due to a past faculty member's decision to leave higher education and return to the elementary classroom. In addition, this program requests permission to hire a lecturer who will teach, supervise, and provide service. This position is essential to this program's success because another faculty member who provided service and taught courses for the current program has been reassigned to coordinate a different program in the college, which leaves the literacy faculty somewhat understaffed. Finally, contingent on program growth, an additional non-tenure track lecturer is requested for the 2018-2019 school year, and this person will teach courses, supervise candidates, and provide service.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Kimbel Library and Bryan Information Commons house approximately 130,000 print monographs, 350,000 ebooks, over 45,000 ejournals, of which approximately 2,700 are focused on education, and over 32,000 streaming videos. The library provides access to over 200 databases, and databases specific to this program include: *Education Full-text*, *ERIC*, *Education Research Complete*, *Explora*, *Professional Development Collection*, *Mental Measurements Yearbook with Tests in Print*, *Literature Resource Center*, and *MLA International Bibliography*. Interdisciplinary databases include *Academic Search Complete*, *Project Muse*, and *JSTOR*, an archival database that lists 251 journals in education, 436 journals in language and literature, and 65 journals in linguistics. Materials that are not held in the library can be accessed through PASCAL Delivers or Interlibrary Loan.

In addition, the library and its services are open 24/7 during the academic year, and services include: Ask-A-Librarian, 24-hour chat, and research consultations for faculty and students. Librarians are also available for course-related library instruction at the request of the faculty.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

At the program level, the administrative assistant for the Chanticleer Literacy Center is available to support candidates with materials, instructional ideas, and scheduling. A part-time program assistant is paid through grant funds obtained to support the Chanticleer Center for Literacy Education's outreach programs to the community, which are integrated with graduate course practicums. Faculty members in the program support candidates with advising and practicum experiences. At the university level, supports for all candidates include the Writing Center, Graduate Studies Office, Student Computing Services, Library Services, Learning Assistance, Accessibility & Disability Services, and Counseling Services. No new "support service" costs will be incurred due to this program. For candidates who are unable to visit campus, a Moodle website dedicated to the proposed program will contain advising information and other pertinent documents they will need. In addition, the literacy faculty will use web-conferencing tools and provide video tutorials for candidates who need extra support in using the different technologies required by the program. None of these services will add additional costs because they are already in place due to the existing M.Ed. in Learning and Teaching.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The current resources needed for this program are already in place; however, additional materials are requested to ensure the program is using the most up-to-date materials. First, it is requested that updated Woodcock Johnson kits are purchased so candidates are able to assess students' reading abilities using the most current, validated assessments available. In addition, this program requests funding to purchase enough tablets (e.g., Chromebooks, iPads, and Venues) and a \$1,000 annual fund for downloading apps, so each candidate is provided a device along with access to literacy-based apps. Together, the tablets and apps will provide candidates with authentic experiences using contemporary technologies that promote students' literacy development.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Estimated Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Program Administration (1)	\$29,578	\$30,170	\$30,773	\$31,388	\$32,016	\$153,925
Faculty and Staff Salaries (2)	\$192,404	\$196,252	\$200,177	\$204,181	\$208,264	\$1,001,279
Graduate Assistants	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$130,000
Equipment						\$0
Facilities						\$0
Supplies and material	\$22,250	\$3,100	\$3,100	\$3,100	\$3,100	\$34,650
Library Resources						\$0
Other						\$0
Totals	\$270,232	\$255,522	\$260,050	\$264,669	\$269,381	\$1,319,854
Sources of Financing by Year						
Tuition Funding (all students)	\$149,714	\$286,393	\$348,454	\$346,023	\$346,420	\$1,477,004
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds	\$120,518					\$120,518
Federal Funding						\$0
Other Funding						\$0
Totals	\$270,232	\$286,393	\$348,454	\$346,023	\$346,420	\$1,597,522
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$0	\$30,871	\$88,404	\$81,354	\$77,039	\$277,668

Notes:

(1) Program administration based on .25 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.

(2) 28% Fringe Benefits included with faculty and staff salaries. Years 2-5 are based on a 2% increase.

***Provide an explanation for these costs and sources of financing in the budget justification.**

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.

The University and specifically the Spadoni College of Education provide salary support, physical facility support, and administrative salary support. Additional funding is provided through grants. The Director of the Chanticleer Center for Literacy Education has written and secured a total of \$290,200.00 in grants from the Horry County Commission on Higher Education, the Waccamaw Community Foundation, and Bank of America. Currently, a \$50,000 grant to the Waccamaw Community Foundation is under review.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The proposed program will evaluate candidates at three points during the program: (1) Before entering the program, (2) As they complete key assessments embedded in the coursework, and (3) After they complete the program. Assessment data will be collected at these different intervals and entered into LiveText, a data-storage program. Program faculty will analyze the assessment data to complete their TEAL Online report, which is an in-house University-wide assessment system, to ensure the continuous improvements of programs. The TEAL Online report is submitted to the Provost's Office. CCU's Assessment Committee along with the Associate Provost review these reports before providing feedback to each program's faculty. The program's faculty members are then responsible for making improvements to the program based on their TEAL Online report. For the proposed program, the specific assessment data that will be tracked are described below.

Assessment Before the Program: Prior to enrolling, the proposed program's admission committee will review all potential candidates' applications to ensure they have the qualifications and credentials needed to be successful in the program. Specific criteria are evidence of past academic performance (must have an undergraduate GPA of 3.0 or higher OR present required test scores) and a current teaching license. In addition, candidates' writing is assessed in their first course. If candidates' writing is below proficient, the course instructor counsels the candidates and requires the candidate to schedule one or more appointments with the University Writing Center to improve their writing skills. Candidates may also be required to learn how to appropriately use a style guide to improve their ability to cite sources correctly. Candidates are not permitted to advance in the program until they have provided evidence of their improved writing ability.

Assessment During the Program: Embedded throughout the program's courses are key assessments. Each key assessment is aligned to a specific student learning outcome, standards set by the International Literacy Association and/or the association for Teaching English to Speakers of Other Languages, the Interstate Teacher Assessment and Support Consortium standards, and the Spadoni College of Education's Conceptual Framework. This program's key assessments are:

Key Assessment	Description
Assessments Administered in the "Core" Courses	
Philosophy of Reading Reflective Paper	Completed in EDLL 600, candidates articulate their beliefs about the reading process in a research-based philosophy statement that connects literacy theory to their day-to-day practice.
Curriculum Design Project	Completed in EDUC 630, candidates select a content-area standard for a specific grade level and then plan and implement a series of developmentally appropriate lessons aligned to that standard that meets the needs of all students.
Video Analysis of Instruction	Completed in EDLL 616 or EDLL 617, candidates submit a recording of themselves leading small group instruction. Candidates' peers act as literacy coaches by providing constructive feedback about the instruction.
Action Research Project	Completed in EDLL 603, candidates identify a research-based instructional intervention needed in their classroom. Candidates then design and implement a research plan that uses appropriate methodology to implement the reading intervention and present findings.
Professional Portfolio	Completed in EDLL 606, candidates select artifacts collected throughout their M.Ed. coursework that demonstrate their learning of literacy theory, assessment, research, and best practices. Candidates present their portfolio to their committee to evidence their professional growth.
Assessments Administered in the "Literacy" Concentration Courses	
Case Study of Struggling Literacy Learner	Completed in EDLL 604, candidates administer, score, and interpret a variety of assessments and prepare a detailed report summarizing the student's reading and writing strengths and area(s) of need.
Professional Development Workshop Experience	Completed in EDLL 621, candidates develop and present a professional development workshop after deeply analyzing a school's curriculum and test data.
Assessments Administered in the "Language and Culture" Concentration Courses	
Practicum Portfolio	Completed in EDLL 653, candidates will collect artifacts that demonstrate their ability to plan and implement standards-based assessment specific to effective language-based instruction.
Language Sample Analysis	Completed in EDLL 650, candidates will analyze the speaking and writing of an ELL to determine the student's progress in acquiring English.

Assessments After the Program: After having completed the required coursework, candidates are asked to complete three additional assessments. First, for candidates who are interested in earning the Literacy Teacher, Literacy Coach, or ESOL add-on endorsement, they must complete the applicable PRAXIS Exam (the Teaching Reading Exam [0204/5204] for the

Literacy Teacher add-on endorsement or the English to Speakers of Other Languages Exam [5361] for the ESOL add-on endorsement). Second, candidates will be asked to complete a survey after completing their coursework. The survey will query candidates about the strengths and weaknesses of the program, their immediate professional plans, and their long-term professional plans. Finally, all graduating candidates will be asked to supply a contact email and phone number, so the literacy faculty may contact them bi-annually to complete an “Impact” survey. This survey will ask candidates which components of the program they have found most valuable since graduating, about their progress for reaching their professional goals, and for ideas about content that could benefit candidates who are or will enroll in the program. The underlying goal of both surveys is for candidates to reflect on their experiences in the program and use that reflection to make suggestions for improving the program.

Alignment of Assessment to Student Learning Objectives: To ensure all student learning outcomes are appropriate, they have been aligned to the professional standards set by the International Literacy Association and the organization for Teachers to Speakers of Other Languages. The alignment is shown in the table below.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of Criteria for Assessment
“Core” Courses	
Demonstrate an understanding of the nature of language, theories of language acquisition, and the relationship to literacy learning.	Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #2 (EDLL 600): Philosophy of Reading Reflective Paper Assessment #6 (EDLL 606): Professional Portfolio
Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction and the history of reading instruction.	Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #2 (EDLL 600): Philosophy of Reading Reflective Paper
Demonstrate an understanding of language and literacy research and implement that research knowledge by designing and conducting an action research project within an authentic classroom or school-wide setting.	Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #5 (EDLL 603): Action Research Project Assessment #6 (EDLL 606): Professional Portfolio

<p>Plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.</p>	<p>Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #3 (EDUC 630): Curriculum Design Project Assessment #6 (EDLL 606): Professional Portfolio</p>
<p>Acquire the content knowledge and skills necessary for assessing, designing, and implementing research-based literacy programs to meet the needs of all students based on their educational, cognitive, cultural, and linguistic strengths and needs.</p>	<p>Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #3 (EDUC 630): Curriculum Design Project Assessment #4 (EDLL 616 OR EDLL 617): Video Analysis Assessment #6 (EDLL 606): Professional Portfolio</p>
<p>“Literacy” Concentration</p>	
<p>Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress to make learning meaningful for all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.</p>	<p>Assessment #7 (EDLL 604): Case Study Assessment report</p>
<p>Apply knowledge of classroom, school, and sociocultural contexts to plan, conduct, and evaluate professional development activities offered in educational settings.</p>	<p>Assessment #8 (EDLL 621): Professional development workshop experience</p>
<p>“Language and Culture” Concentration</p>	
<p>Assess and analyze student work to guide planning instruction and additional assessments.</p>	<p>Assessment #7 (EDLL 653): Practicum Portfolio</p>
<p>Evaluate student language output in terms of language development stages.</p>	<p>Assessment #8 (EDLL 650): Language Sample Analysis</p>

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

This program will seek accreditation from both the International Literacy Association (ILA) and the organization of Teaching English to Speakers of Other Languages (TESOL). These associations are leading organizations in their respective fields, and this proposed program would begin preparing the necessary documents required for accreditation immediately after being approved by South Carolina's Commission on Higher Education. Fall 2017 is the semester when this program would launch, and accreditation reports would be sent to the organizations during that semester.

Will the proposed program lead to licensure or certification?

Yes

No

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

This is not an initial licensure program. The proposed M.Ed. in Language, Literacy, and Culture requires candidates to hold an initial teaching license at time of admission to the program. The courses that CCU's College of Education Literacy Program has already developed and offered to students as part of the existing M.Ed. in Learning and Teaching/Literacy concentration, and as electives outside of the present literacy degree (on demand), have now been packaged together in a convenient format to afford many opportunities for teachers to pursue the additional add-on certificates that fit their individual interests and desired career paths.

The University does not issue certificates to candidates, but it offers the courses. Upon completing the courses, candidates may submit an application to the South Carolina Department of Education, along with evidence of the required years of teaching experience, to earn add-on certificates according to these options:

Option A: Completion of the proposed M.Ed. degree with the "Literacy" concentration along with a passing score on the PRAXIS Teaching Reading Exam (0204/5204) will position graduates to be eligible for the add-on Literacy Teacher and Literacy Coach certificates. The courses needed for these certificates are: EDLL 600, EDLL 604, EDLL 608, EDLL 616 or EDLL 617, EDLL 620, EDLL 621, and EDLL 622.

Option B: Completion of the proposed M.Ed. degree with the "Language and Culture" concentration, a passing score on the PRAXIS ESOL Exam (5361), and meeting one of the following requirements will position graduates to be eligible for the add-on English for Speakers of Other Languages certificate. The courses needed for this certificate are: EDLL 650, EDLL 651, EDLL 652, EDLL 653, and EDLL 654, and the additional requirements are:

- Six semester hours in a single second language;
- Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
- Placement in a third-year-level course in the foreign language department at an accredited college or university; or
- Demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the State Department of Education.

Option C: CCU's proposed degree is unique in that completion of the M.Ed. program with the "Literacy" concentration and completion of EDAD 680 School and Community Relations, an Educational Leadership class that does not require a prerequisite, will position graduates to be eligible for the add-on Literacy Teacher, Literacy Coach, and Literacy Specialist certificates with a passing score on the PRAXIS Teaching Reading exam (0204/5204). The following courses meet the State Department requirements for these three certificates: EDLL 600, EDLL 604, EDLL 608, EDLL 616 or EDLL 617, EDLL 620, EDLL 621, EDLL 622, EDUC 630, EDLL 605, and EDLL 603.

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

To ensure full accreditation, the key assessments used throughout this proposed program have been aligned to the standards set by the International Literacy Association (ILA) and the association of Teaching English to Speakers of Other Languages (TESOL). Both organizations publish standards that are used to guide how programs teach the skills, knowledge, and content needed to be effective educators. Furthermore, with the Spadoni College of Education’s accreditation visit from the Council for the Accreditation of Educator Preparation scheduled for the fall of 2018, it is essential this proposed program is in good standing with ILA and TESOL, which means their respective standards must be aligned to the assessments. The framework for that alignment is shown below.

Expected Student Learning Outcomes	Methods of Criteria for Assessment	Alignment to International Literacy Association Standards	Alignment to Teaching English to Speakers of Other Languages Standards
“Core” Courses			
Demonstrate an understanding of the nature of language, theories of language acquisition and the relationship to literacy learning.	Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #2 (EDLL 600): Philosophy of Reading Reflective Paper Assessment #6 (EDLL 606): Professional Portfolio	1.1; 1.3	1.a.; 1.b; 2; 4.a; 4.b; 4.c; 5.a
Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction and the history of reading instruction.	Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #2 (EDLL 600): Philosophy of Reading Reflective Paper	1.1; 1.2; 1.3;	1.a.; 1.b; 2; 4.a; 4.b; 4.c; 5.a

<p>Demonstrate an understanding of language and literacy research and implement that research knowledge by designing and conducting an action research project within an authentic classroom or school-wide setting.</p>	<p>Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #5 (EDLL 603): Action Research Project Assessment #6 (EDLL 606): Professional Portfolio</p>	<p>2.1; 2.2; 2.3;</p>	<p>2; 3a; 3.b; 3c.; 4.a; 4.b; 4.c, 5b.</p>
<p>Plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.</p>	<p>Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #3 (EDUC 630): Curriculum Design Project Assessment #6 (EDLL 606): Professional Portfolio</p>	<p>4.2; 4.3; 5.1; 5.2; 5.3; 5.4</p>	<p>3a; 3.b; 3c; 5.b</p>
<p>Acquire the content knowledge and skills necessary for assessing, designing, and implementing research-based literacy programs to meet the needs of all students based on their educational, cognitive, cultural, and linguistic strengths and needs.</p>	<p>Assessment #1 (“Literacy” Concentration): PRAXIS Teaching Reading Exam (0204/5204) Assessment #1 (“Language and Culture” Concentration: PRAXIS English to Speakers of Other Languages Exam (5361) Assessment #3 (EDUC 630): Curriculum Design Project Assessment #4 (EDLL 616 OR EDLL 617): Video Analysis of Assessment #6 (EDLL 606): Professional Portfolio</p>	<p>4.1; 5.4;</p>	<p>4.a; 4.b; 4.c; 5.b</p>
<p>“Literacy” Concentration</p>			
<p>Assess and analyze student learning, make appropriate adjustments to instruction, and</p>	<p>Assessment #7 (EDLL 604): Case Study Assessment report</p>	<p>3.1; 3.2; 3.3; 3.4</p>	<p>N/A</p>

monitor student progress to make learning meaningful for all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.			
Apply knowledge of classroom, school, and sociocultural contexts to plan, conduct, and evaluate professional development activities offered in educational settings.	Assessment #8 (EDLL 621): Professional development workshop experience	6.1; 6.2; 6.3; 6.4	N/A
Language and Culture Specialization			
Assess and analyze student work to guide planning instruction and additional assessments.	Assessment #7 (EDLL 653): Practicum Portfolio	N/A	3a; 3.b; 3c; 4.a; 4.b; 4.c
Evaluate student language output in terms of language development stages.	Assessment #8 (EDLL 650): Language Sample Analysis	N/A	1.a.; 1.b