

CLEMSON UNIVERSITY

**COLLEGE OF HEALTH, EDUCATION AND HUMAN DEVELOPMENT
EUGENE T. MOORE SCHOOL OF EDUCATION, TEACHER EDUCATION**

PROGRAM PLANNING SUMMARY

TO THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

TO OFFER A NEW DEGREE

DOCTOR OF PHILOSOPHY IN LITERACY, LANGUAGE, AND CULTURE

Date of Submission: February 15, 2014

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Classification: College of Health, Education and Human Development, Eugene T. Moore School of Education, Teacher Education

Name of Program: Literacy, Language, and Culture

Concentrations/Options/Tracks: N/A

Designation, type, and level of degree: Doctor of Philosophy (Ph.D.)

CIP Code: 13.1399

Implementation Date: Fall 2014

Number of Credit Hours: 60

Program Length (years): 4 years

Methodology (traditional, online, blended): Blended

Site of delivery: Clemson University Main Campus

Purpose

The Moore School of Education is proposing a Ph. D. program in Literacy, Language, and Culture. Currently, we have a Ph.D. program in Curriculum and Instruction with a concentration in literacy. The proposed program will take an inter- and multi-disciplinary approach to the study of cultural, social, psychological, linguistic, and political perspectives on literacy development. The proposed Ph.D. in LLC will prepare graduates for faculty positions at research and teaching universities, as well as curriculum and professional development positions in school districts and state departments of education.

Rapidly changing immigration patterns, the diverse population of K – 12 schools, and the convergence of literacy research and sociocognitive theories of literacy learning, indicate the need for new approaches to literacy, teacher education, and classroom teaching and learning. The proposed LLC program is grounded in the commitment that literacy skills, including reading, writing, and oral language are essential to every aspect of human development, including success in academics and careers.

Justification

Over the past decade a significant number of leading research universities have shifted their Ph. D. programs with an emphasis on reading to Ph. D. programs in literacy, language, and culture to better reflect theory and research. The proposed Ph. D. program in LLC will ensure that our program is competitive with others across the country. The proposed Ph.D. program in LLC will be individualized as prospective doctoral students will have a variety of academic and professional backgrounds and career goals. To our knowledge, no institution in South Carolina offers the type of degree proposed here, one that combines the study of literacy, language, and culture. Nor do the other programs in the state capitalize on the inter- and multi-disciplinary design planned for this degree.

Given there are already several institutions offering somewhat similar majors across the state, what is the demonstrated need for a program at Clemson? First, this would be the only Ph.D.

program that brings together the three critical aspects of literacy, language, and culture in an inter- and multi-disciplinary approach. Further, 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 this program will be uniquely able to provide. Finally, the proposed curriculum will allow students to pursue issues of interest more deeply, to better prepare for leadership positions in academia, and to be more competitive for a range of career opportunities in the field of literacy education.

Program Demand and Productivity

Graduates of the proposed LLC program will see employment primarily in the following positions that require a terminal degree: (a) assistant professors of education at research-oriented universities, and (b) curriculum specialists in the school district central offices or in state departments of education. 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 changing (e. g., the Internet), while literacy remains foundational for a productive fulfilling life and for engaged citizenship.
- According to the US Bureau of Labor Statistics approximately 6 -7% of the workforce are 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.
- Forty-six states have adopted the Common Core State Standards that include a strong emphasis on critical, analytical reading of texts in subjects such as social studies and science. These standards will require a transformation of literacy teaching and learning guided by expert knowledge.
- According to the US 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.

Employment Opportunities for Graduates

Employment of faculty in higher education is expected to grow by 17% from 2010 to 2020, about as fast as the average for all occupations. This growth is expected to hold for faculty positions in literacy, language, and culture, particularly as teacher preparation programs support the implementation of the Common Core Standards.

The number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills needed to meet career goals. As more people enter colleges and universities, more postsecondary faculty will be needed to serve these additional students.

Curriculum & Assessment

The program's goal is to produce students 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. All students will take four core courses (12 credits) focused on the major academic areas of literacy, language, and culture: Critical Issues in Literacy, Language, and Culture (proposed course); Theoretical Models and

Processes of Reading (existing course); Sociocultural Theories of Learning (proposed course); and Language Development, Diversity, and Discourse (proposed course). Students will select five additional courses (15 credits) that will constitute a cognate in literacy, language and culture. (These courses can be selected from education or other disciplines across campus). In addition, students will take five research methods courses (15 credit hours), and dissertation credits (18 credits) for a minimum of 60 credit hours.

The following are the primary learning outcomes for the program:

- Students will develop knowledge of seminal theories of literacy, language, and culture.
- Students will review, analyze, and synthesize relevant research and theoretical literature.
- Students will apply theories and research to policy and current issues in the field.
- Students will be knowledgeable about ways in which culture affects in-school and out-of-school language and literacy practices.
- Students will learn to foster relationships with learners, schools, families, and communities in ways that honor the culturally specific ways of knowing and being in the world.
- Students will analyze the relationships among economic and social inequality and literacy development.

We will assess the success of our program in several ways. First, yearly assessments of program progress will be conducted by LLC faculty and shared with the student. Second, students will develop and defend a coherent cognate for their program of study. Third, advisors and mentors of students involved in competency-based learning opportunities will evaluate students' professional preparation and proficiency. Fourth, students will be required to pass a comprehensive examination at the conclusion of coursework. Fifth, student will successfully complete and defend their dissertation research. Finally, alumni surveys will track students' success in attaining gainful employment.

Articulation and Inter-institutional Cooperation

Because most colleges and universities offer programs in literacy education, opportunities for articulations are available. The University of South Carolina (USC) offers a doctoral degree in literacy and language, and Clemson University literacy faculty have a 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 cooperate on SC literacy programs such as Reading Recovery.

Estimate of Costs

We can offer the program with our current faculty such that initially there will be only marginal increases in cost which will be funded through reallocations within Teacher Education. Twelve faculty members in the department of teacher education teach at least two courses that would count towards the Literacy, Language, and Culture degree.