

**New Program Proposal  
 Bachelor of Arts in English with Secondary English Language Arts Licensure  
 University of South Carolina – Beaufort (USCB)**

**Executive Summary**

University of South Carolina Beaufort (USCB) requests approval to offer a program leading to the Bachelor of Arts in English with Secondary English Language Arts, to be implemented in Fall 2018. The proposed program is to be offered through traditional instruction. The program will lead to licensure in Secondary English in grades 9-12. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/11/17	Not Applicable
ACAP Consideration	09/14/17	<p>University of South Carolina Beaufort representatives introduced the program, citing the need for additional English teachers in the immediate area (Colleton, Hampton, Jasper, and Beaufort) as well as across the state. Specifically, USCB referred to statistics from the Center for Educator Recruitment and Retention (CERRA) 2016-17 Supply and Demand Survey. Results show there were over 2,000 licensed English/Language Arts (ELA) teaching positions in SC high schools with over ten percent (10%) of those position filled by newly hired certified teachers. In addition, there were 17 vacant positions.</p> <p>ACAP members inquired how the proposed program would impact or benefit from the current English degree. USCB representatives indicated the current English degree offered some flexibility since the first two years of both degrees (English and English Education) are very similar, allowing a student to choose English Education at the end of their sophomore year.</p> <p>CHE staff inquired about USC Board of Trustees approval and USCB representatives indicated they would verify and transmit the approval date. Staff continued with questions related to partnerships with the stated local districts and USCB clarified that the partnerships are required for the accreditation process. Staff also sought clarification on the references to middle level certification in the proposal for a program leading to secondary certification. USCB explained that a current legislative proviso allows secondary certified teachers to teach in the middle level setting.</p>

Stages of Consideration	Date	Comments
		After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments, questions, and suggestions from CHE staff sent to the institution	9/20/17	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Clarify the partnership USCB has with Jasper, Colleton and Hampton County school districts. Specifically, verify the number of field placements in those districts and how many USCB graduates have secured employment in those districts;</li> <li>• Clarify the cited sources for current employment opportunities;</li> <li>• Confirm the number of Secondary English Education faculty who will work with this program to sustain the required observations for practicum and internships.</li> <li>• Clarify the cost related to the new hire in secondary English.</li> </ul>
Revised Program Proposals Received	10/5/17	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	10/26/17	<p>USC Beaufort representatives introduced the proposed program and explained how it would expand opportunities for current English majors and discussed the great need for English teachers in the immediate geographic area as well as throughout the state. The Committee inquired about specific fees and representatives explained the fees covered cost above normal degree expenses including a database to track teacher candidate progress and field supervision. USC Beaufort expects this program to improve graduation rates since current students interested in teaching English must transfer to another institution. When asked about delivery options, USC Beaufort representatives indicated a student and faculty preference that teacher education courses be delivered in person even though many of the general education courses are available online. When the Committee asked about accreditation requirements and assurance that teacher candidates are trained in South Carolina standards, representatives referenced proposal sections affirming integration of state standards in the teacher education curriculum as well as the necessity of meeting national accreditation standards. The Committee was assured that both sets of standards could be met within the proposed program.</p> <p>After no further discussion, the Committee voted to approve the program proposal.</p>

**Review**

Proposal consideration focused on the alignment of the program to South Carolina High School English Standards and regional needs. The USC Beaufort representatives responded satisfactorily, addressing the standards extensively throughout the proposal and providing details of partnerships with local districts.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to Bachelor of Arts in English with Secondary English Language Arts to be implemented in Fall 2018. The program will be reviewed three years after implementation.



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

The purpose of the existing B.A. in English at USCB is to cultivate in its students a broad cultural awareness and the ability to read carefully, think critically and write effectively, through study of literature, cultural and textual analysis, writing, and the English language itself. The proposed B.A. in English, with Secondary English Language Arts (ELA) Licensure extends these purposes to prepare students for secondary education licensure and careers in teaching. The program will target students from USCB's four county service region and is central to USCB's mission.

The proposed program directly supports three key areas of USCB's mission:

1) USCB offers baccalaureate degrees that "respond to regional needs, draw upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service.

- As noted above, this program responds to regional needs. The region consists of highly differentiated communities on social levels. Its infrastructures pertaining to family, government, schools, the economy, sports, science, art, health and medicine, all warrant a trained and educated populace.
- As the region continues to grow, the need for teachers in multiple disciplines will increase. Teachers in Secondary English will be valued highly in the region.

2) USCB "offers degree programs in the arts, humanities, professions, and social and natural sciences."

- The B.A. with a major in in English, with Secondary English Language Arts Licensure at USCB will interface with Secondary Teacher Education program in Biology and Mathematics, and will contribute to the expanding roles of the Education Department.

List the program objectives. (2000 characters)

The main objective of the proposed program is to produce knowledgeable, qualified, and professional secondary teachers in English Language Arts, in accordance with South Carolina standards and with the National Council for Teachers of English (NCTE) Standards for Initial Preparation of Teachers (Grades 7-12). The program will produce teacher candidates who...

- demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers,
- demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users,
- plan instruction and design assessments for reading and the study of literature to promote learning for all students,
- plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students,
- plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs,
- demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts,
- are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

The program, as a B.A. in English, will also produce graduates with the strong reading and writing skills characteristic of English graduates and prepare them for the wide range of career opportunities beyond teaching, if they choose not to teach.

### **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)

Institutionally, the program is needed to help USCB live more fully into its mission. The *Chronicle of Higher Education* has recognized USCB as the fifth fastest growing public undergraduate university in the United States over the decade from 2005 to 2015, and yet USCB is the only public comprehensive teaching institution in South Carolina that does not provide the means for a student to be recommended for licensure in secondary ELA. USCB already offers a B.A. in English, as well as a B.S. in Mathematics with secondary licensure and B.S. programs in Early Childhood and Elementary Education. Many of our students frequently ask about how to become secondary ELA teachers, and, in our exit surveys, tell us we need to create a route to licensure.

Our existing teacher preparation programs have productive relationships with our local school districts.; we currently have practica and internship placement MOUs with the school districts in Beaufort, Jasper, Colleton, and Hampton counties. USCB has placed five interns (student teachers) and one student observer in the Colleton Co. School District since the Fall 2015 semester and one intern in Hampton I. Currently, we have one 2017 graduate teaching in Jasper Co. Schools, two graduates (Fall 2015 and Fall 2016) teaching in Hampton I and two 2016-2017 graduates teaching in Colleton County Schools. USCB Faculty have further been engaged in formal and informal work with the districts (e.g., ongoing professional development, workshops, coordination of homework clubs and parent support groups).

There is also a local need for this proposed program. The Beaufort and Jasper Co. School Districts have both written letters of support for this program. The Beaufort Co. district tells us that annually there are “on average 17-19 vacancies for Secondary English Teachers due to resignations, retirements, or terminations,” and that they will need an additional two Secondary English Teachers annually through 2021-22. The population of Beaufort Co. is expected to grow by 32.8% by 2030 (outstripping the state growth rate of 17.8%), according to projections by the SC Revenue and Fiscal Affairs Office of 2010 Census Data. Further, Hampton II and the Jasper district are participants in SC’s Rural Teacher Recruiting Initiative, begun in 2015—as our program grows, we will help meet these needs.

The most recent supply and demand survey report, for the 2016-17 school year from SC’s Center for Educator Recruitment, Retention, and Advancement (CERRA) shows there were 2038.71 licensed ELA teaching positions (FTEs) in SC high schools. There were more licensed teaching positions in ELA than in any other high school subject area. 262.5 FTE positions in secondary ELA were filled by newly hired certified teachers, and there were 17.0 vacant positions for secondary ELA at the beginning of the academic year. South Carolina’s 2014 “Read to Succeed Act” speaks to the great need for teachers who can and will help South Carolina’s K-12 students read and write more effectively and critically, a demand this program helps address.

### **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."

Occupation (SOC Code)	Expected Number of Jobs (2024)	Employment Projection (2014 to 2024)	Data Source
Secondary school teachers, except special and career / technical education (25-2031)	1,017,500 (US); 15,700 (SC)	55,900 [5.8%] growth, 228,100 replace (US); 940 [6.4%] growth (SC)	Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW)
Librarians (25-4021)	145,700 (US); 2,250 (SC)	2,700 [1.9%] growth, 26,800 replace (US); 40 [2.1%] growth (SC)	Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW)
Public relations specialists (27-3031)	255,6000 (US); 3,100 (SC)	14,900 [6.2%] growth, 28,700 replace (US); 200 [6.8%] growth (SC)	Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW)
Technical writers (27-3042)	57,300 (US); 590 (SC)	5,300 [10.2%] growth, 11,900 replace (US); 60 [10.3%] growth (SC)	Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW)
Writers and authors (27-3043)	139,700 (US); 610 (SC, 2022 proj.)	3,100 [2.3%] growth, 23,000 replace (US); 40 [7.2%] growth (SC, 2022 proj.)	Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW)

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



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There is also a local need for this proposed program. The Beaufort and Jasper Co. School Districts have both written letters of support for this program. The Beaufort Co. district tells us that annually there are “on average 17-19 vacancies for Secondary English Teachers due to resignations, retirements, or terminations,” and that they will need an additional two Secondary English Teachers annually through 2021-22. The population of Beaufort Co. is expected to grow by 32.8% by 2030 (outstripping the state growth rate of 17.8%), according to projections by the SC Revenue and Fiscal Affairs Office of 2010 Census Data. Further, Hampton II and the Jasper district are participants in SC’s Rural Teacher Recruiting Initiative, begun in 2015—as our program grows, we will help meet these needs.

South Carolina Student Loan provides loan forgiveness for teachers willing to teach in certain schools they call “Critical Geographic Schools.” For the 2016-17 school year, these schools include Whale Branch Early College (Beaufort), Ridgeland-Hardeeville (Jasper), Wade Hampton (Hampton 1), Estill (Hampton 2), and Colleton High.

The most recent supply and demand survey report, for the 2016-17 school year from SC’s Center for Educator Recruitment, Retention, and Advancement (CERRA) shows there were 2038.71 licensed ELA teaching positions (FTEs) in SC high schools. There were more licensed teaching positions in ELA than in any other high school subject area. 262.5 FTE positions in secondary ELA were filled by newly hired certified teachers, and there were 17.0 vacant positions for secondary ELA at the beginning of the academic year. South Carolina’s 2014 “Read to Succeed Act” speaks to the great need for teachers who can and will help South Carolina’s K-12 students read and write more effectively and critically, a demand this program helps address.

The chart above also includes a variety of professions other than teaching because of the broad applicability of the English degree should the graduate decide not to teach.

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)

The addition of a Bachelors of Arts in English, with Secondary ELA Licensure will complement the current English degree and Education degrees. Students of the new degree will take many courses currently provided for the English major as well as many Education courses currently provided for the Mathematics majors on the Secondary Teacher Education track and projected Biology Secondary Teacher degree. This will help fill some courses that presently have small enrollments while expanding others that are near maximum seating.

**List of Similar Programs in South Carolina**  
 (Due to space constraints, this is a partial list.)

<b>Program Name (CIP)</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
BA, English Teacher Education (13.1305)	Charleston Southern University	Lowcountry, but 96 miles from Hilton Head Gateway (Main) Campus	BS in Education, specialization in English
BS, Secondary Education and English (13.1205)	College of Charleston	Lowcountry, but 94 miles from Hilton Head Gateway (Main) Campus 36 cr. ENGL content	122 credits total. 33 cr. EDUC
BA, English, concentration in Teacher Education (23.0101)	Francis Marion University	BA in English, with licensure program	126 credits total 34 cr. ENGL 39 cr. EDUC
BA, English, concentration in Secondary Education (23.0101)	Lander University	BA in English, with licensure program 36 cr. ENGL	124 credits total 33 cr. EDUC
BA, English, concentration in Secondary Education (23.0101)	South Carolina State University	BA in English, with licensure program	128 credits total 37 cr. ENGL 34 cr. EDUC
BAEd, Secondary Education, English (13.1205)	USC Aiken	USC Senior Campus	BAEd, specialization in English 136 credits total 48 cr. ENGL 40 cr. EDUC
BAEd, Secondary Teacher Education, English (13.1205)	USC Upstate	USC Senior Campus	BAEd, specialization in English 126 credits total 39 cr. ENGL 43 cr. EDUC

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-19	5*	75	5	75		
2019-20	10**	150	10	150		
2020-21	15***	225	15	225		
2021-22	18****	270	18	270		
2022-23	20*****	300	20	300		

\* 2 new freshmen, 2 transfer sophomores, 1 transfer juniors.

\*\* 3 new freshmen, 4 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed

\*\*\* 4 new freshmen, 8 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 1 graduated

\*\*\*\* 4 new freshmen, 11 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 3 students graduated

\*\*\*\*\* 4 new freshmen, 13 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 4 students graduated

Assumptions:

- The program is a four-year program;
- 2 students new to the institution will enroll in the first year, 3 the next, 4 the next, and each year thereafter;
- 2 sophomores and 1 junior will transfer into the program each year, either from other institutions or from other programs within USCB (including “undeclared”);
- New students will enter the program in the fall semester;
- There will be some attrition between academic years; Students will take 12+ credit hours per semester.

Our goal is to reach and to maintain five completers/year (completers who are recommended for licensure). Anticipated recruitment activities include increased support of local Teacher Cadet programs, publicizing the Rural Teacher Recruitment Initiative, hosting events on campus, participating in events and guest teaching in local high schools, continuing existing relationships with high school guidance counselors, working on ongoing efforts of USCB’s admissions and advancement offices, assist USCB development efforts to establish scholarships for prospective students who intend to teach Secondary ELA, entering into an articulation agreement with the Technical College of the Lowcountry, and recruiting amongst USCB students (and current English majors) in course work and extracurricular activities (such as USCB’s Major/Minor Fair).

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)

Students who are seeking to complete BA in English, Secondary ELA Licensure must formally apply to the Professional Program. Admission decisions will be made by the English Teacher Education Committee, consisting of at least four tenured/tenure-eligible faculty members (3 from English, 1 from Education). Applicants will need to have earned at least 60 undergraduate credits and will need to meet the following requirements:

- Cumulative GPA of at least 2.75 in all undergraduate course work.
- Completion of the following with a minimum GPA of 3.0 and a grade of “C” or better in each course—
  - English: ENGL 101 or 105, ENGL 102 or 106, and three courses at the 200 level
  - Speech: COMM 140 or 230
  - Psychology: PSYC 101; EDPY 335
  - Education: EDCI 210 and 243, EDFO 321
- Passing scores on all three sections of the Praxis Core Academic Skills for Educators tests, received by the Department of English, Theater, and Liberal Studies
- Successful completion of the Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division.
- Successful completion of 25 hours of youth experiences or the Teacher Cadet Program.
- Successful completion of the application and essay.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

USCB has already established the PASSPORT program with the Technical College of the Lowcountry (TCL) to plan for optimal transition of TCL graduates into USCB. Once the proposed program has been approved by the SC CHE and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), USCB will work with TCL and other two-year colleges on articulation agreements to build a path for graduates to gain entrance to USCB. USCB already has articulation agreements in place with TCL for Elementary and Early Childhood Education programs.

For ease of transfer, the Statewide Articulation Agreement of 86 courses approved by the SC CHE for transfer from two-to-four-year public institutions is applicable to all public institutions, including two-year institutions and institutions within the same system. This list of courses is available on the SC CHE and SC TRAC websites. Additionally, coursework (i.e., individual courses, transfer blocks, and statewide agreements) covered within this transfer policy will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above.

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL 101: Composition —or— ENGL 105: Enhanced Composition	3	ENGL 102: Composition and Literature —or— ENGL 106: Enhanced Comp and Literature	3		
COMM 140 or 230 (Speech)	3	History 101, 102, 111, 112, 115, or 116	3		
Numerical and Analytical Reasoning	3	Numerical and Analytical Reasoning	3		
Fine Arts	3	Natural Science with Lab	4		
Foreign Language (101)	3	Foreign Language (102)	3		
<i>Take Praxis Core Exam.</i>					
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL 200: Intro to English Studies	3	ENGL 288: English Literature I	3		
ENGL 270: World Literature	3	ENGL 289: English Literature II	3		
ENGL 287: American Literature	3	ENGL 460: Advanced Composition	3		
PSYC 101: Intro to Psychology	3	Natural Science without Lab	3		
EDCI 210: Observation and Analysis	3	EDCI 243: Tech Resources for Teaching	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL 432: Literature for Young Adults	3	ENGL 442: Principles of Modern Literary Theory	3		
ENGL 450: English Grammar	3	ENGL 453: Development of the English Language	3		
ENGL 470: Teaching of Writing	3	<b>EDCI 441: Organization and Management in the Diverse Classroom</b>	3		
EDPY 335: Introduction to Educational Psychology	3	<b>EDEX 300: Introduction to Exceptional Learners</b>	3		
EDFO 321: Foundations of American Education	3	<b>EDRD 319: Foundations of Reading for Secondary Teachers</b>	3		
<i>Submit Professional Program Application</i>					
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL 300+: Pre-1800 Literature	3	<b>ENGL 482: Secondary ELA Seminar</b>	3		
ENGL 300+: Post-1800 Literature	3	<b>ENGL 483: Secondary ELA Internship</b>	12		
<b>EDRD 429: Content Literacy for Secondary Teachers</b>	3	ENGL 490: English Capstone	1		
<b>ENGL 480: Secondary ELA Methods</b>	3				
<b>ENGL 481: Secondary ELA Practicum</b>	4				
<i>Take and pass Praxis II test (English Language Arts: Content and Analysis [5039]. Submit Internship Application</i>		<i>Take and pass Praxis Principles of Learning and Teaching (PLT): Grades 7–12 (5624) to be recommended for licensure.</i>			
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	

**Professional Program Courses (in bold):** Students must be fully admitted to the Professional Program before being allowed to enroll in these courses.

Total Credit Hours Required  
 123

### Course Descriptions for New Courses

Course Name	Description
ENGL B432: Literature for Young Adults (3)	(Pre-req: a three credit ENGL 200 level course with a C or higher.) Literature written for and about adolescents.
ENGL B450: English Grammar (3)	(Pre-reqs: ENGL 101 or 105 — and — 102 or 106, each with a C or higher.) Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.
ENGL B480: Secondary ELA Methods (3)	(Pre-req: department consent; Co-req: ENGL B481.) Pedagogical theory and practice, knowledge and application of composition theory, curriculum planning and assessment in the secondary ELA setting.
ENGL B481: Secondary ELA Practicum (4)	(Pre-req: department consent; Co-req: ENGL B480.) Supervised clinical experience in a secondary ELA setting. Observation and participation in a classroom setting with a focus on ELA learning experiences.
ENGL B482: Secondary ELA Seminar (3)	(Pre-req: department consent; Co-reqs: ENGL B483 and B490). A continuation of ENGL B480.
ENGL B483: Secondary ELA Internship (12)	(Pre-req: department consent; Co-reqs: ENGL B482 and B490) Observation and teaching secondary ELA in the public schools under the supervision of university and public school personnel.
ENGL B490: English Capstone (1)	(Pre-req; department consent). Preparation and presentation of senior portfolios.
EDRD B319: Foundations of Reading for Secondary Teachers (3)	(Pre-req: EDCI B210 and EDCI B243 or department consent). This course provides the basics of teaching reading and writing in secondary content classes. Candidates will be prepared support students in 9-12 grade who are struggling to read, write, and comprehend information through assessment and differentiation.
EDRD B429: Content Literacy for Secondary Teachers (3)	(Pre-req: Admission to the Professional Program or department consent). This course provides 7-12 teachers with the strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of academic vocabulary, nonfiction texts structures, and strategies for analyzing texts to improve the knowledge base.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
(1) Associate Professor	FT	First Year English <sup>†</sup> ENGL 288–English Literature I (3 cr.), Year 2, Spring ENGL 300+, Pre-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall ENGL 453–Development of the English Language (3 cr.), Year 3, Spring	PhD, English, British Literature, U of South Carolina	Dean, School of Humanities and Social Sciences; Professor in Content Area
(2) Assistant Professor	FT	First Year English <sup>†</sup> ENGL 200–Introduction to English Studies (3 cr.), Year 2, Fall ENGL 289–English Literature II (3 cr.), Year 2, Spring ENGL 300+, Post-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall ENGL 442–Principles of Modern Literary Theory (3 cr.), Year 3, Spring ENGL 490–English Capstone (1 cr.), Year 4, Spring	PhD, English, British Literature Vanderbilt U	Chair, Department of English, Theater, and Liberal Studies; Professor in Content Area
(3) Asst / Assoc / Full Professor*	FT	ENGL 480–Secondary ELA Methods (3 cr.), Year 4, Fall ENGL 481–Secondary ELA Practicum (4 cr.), Year 4, Fall ENGL 482–Secondary ELA Seminar (3 cr.), Year 4, Spring ENGL 483–Secondary ELA Internship (12 cr.), Year 4, Spring	PhD, Secondary English Education; MA English	English Secondary Education Program Coordinator, Clinical observer
(4) Assistant Professor	FT	First Year English <sup>†</sup> ENGL 460–Advanced Composition (3 cr.), Year 2, Spring ENGL 470–Teaching of Writing (3 cr.), Year 3, Fall ENGL 450–English Grammar (3 cr.), Year 3, Spring	PhD, English and Education Joint Program, U of Michigan; MEd, Curriculum and Instruction, Baylor U; current SC English License	Professor in Content Area, Clinical observer (as needed)
(5) Professor	FT	First Year English <sup>†</sup> Post-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall	PhD, English, American Literature, and MFA Creative Writing, U of South Carolina	Professor in Content Area
(6) Assistant Professor	FT	First Year English <sup>†</sup> ENGL 287–American Literature (3 cr.), Year 2, Fall ENGL 300+, Post-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall ENGL 432–Literature for Young Adults (3 cr.), Year 3, Fall	PhD, English, American Literature, U of Georgia	Professor in Content Area
(7) Assistant Professor	FT	First Year English <sup>†</sup> ENGL 300+, Post-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall	PhD, Theater and Performance, U of Georgia; MA, English, U of Tennessee	Professor in Content Area



(8) Assistant Professor	FT	First Year English <sup>†</sup> ENGL 270–World Literature (3 cr.), Year 2, Fall ENGL 300+, Post-1800 Literature Courses <sup>‡</sup> (3 cr.), Year 4, Fall	PhD, Humanities, U of Louisville; MA, English, Clemson U	Professor in Content Area
(9) Professor	FT	EDCI 210–Clinical Observation and Analysis (3 cr.), Year 2, Fall EDFO 321–Foundations of American Education (3 cr.), Year 3, Fall	Ph.D. Educational Psychology and Evaluation, M.A. Curriculum and Instruction, Catholic U of America	Chair, Department of Education
(10) Assistant Professor	FT	EDEX 300–Introduction to Exceptional Learner (3 cr.), Year 3, Spring EDPY 335–Educational Psychology (3 cr.), Year 3, Fall	Ph.D., Educational Psychology, Florida State	Professor in Content Area
(11) Assistant Professor	FT	EDRD 319–Foundations of Reading for Middle and Secondary Teachers (3 cr.), Year 3, Spring EDRD 429–Content Area Literacy for Middle and Secondary Teachers (3 cr.), Year 4, Fall	Ph.D., Elementary Education, USC	Professor in Content Area
(12) Assistant Professor	FT	EDCI 210–Clinical Observation and Analysis (3 cr.), Year 2, Fall EDCI 441–Organization and Management in a Diverse Classroom (3 cr.), Year 3, Spring	Ph.D., Physical Education Pedagogy, U of South Carolina	Department of Education Accreditation Coordinator; Professor in Content Area
(13) Instructor	PT	EDCI 243–Technology Resources in Teaching (3 cr.), Year 2, Spring	M.Ed., Educational Technology & Online Instruction. Liberty Univ.	Instructor in Content Area

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

<sup>†</sup> All **First Year English** courses are offered in Fall and Spring semester. These courses include ENGL 101–Composition, ENGL 102–Composition and Literature, ENGL 105–Enhanced Composition, and ENGL 106–Enhanced Composition and Literature. ENGL 105 and 106 are enhanced versions of the 101 and 102 courses, tailored to English majors.

<sup>‡‡</sup> Students are required to take a three credit **ENGL 300+, Pre-1800 Literature Course** and a three credit **ENGL 300+, Post-1800 Literature Course** (not counting ENGL 432–Literature for Young Adults for this purpose). The B.A. in English with Secondary English Licensure will use the same time period assignments as the existing B.A. in English, which are detailed in the USCB University Bulletin. **The Pre-1800 courses** are ENGL 301, 310, 380, 381, 382, 395, 401, 402, 403, 405, 406, 407, or 410. Also the special topics courses ENGL 419, 429, or 439 when the topic is appropriate. **The Post-1800 courses** are ENGL 302, 384, 385, 386, 397, 411, 412, 413, 421, 422, 423, 424, 425A, 425B, 426, 427, 428, or 437. Also the special topics courses ENGL 419, 429, or 439 when the topic is appropriate. The courses that count for each time period are detailed in our University Bulletin. This kind of period division is usual in departments of English.

Some general education and program requirement courses outside of English and Education are not reflected in the above table and will be taught by qualified, existing faculty in other disciplines (e.g. Psychology and Speech).

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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	0.75	Staff	0.10	Administration	0.25
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### **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)

One new tenure track or tenured hire with a Ph.D. in Secondary English Education and Secondary ELA licensure will be “devoted just to the new program” in English, and will be added in Year 2. This faculty member will teach the methods courses, supervise interns, and serve as the coordinator of the program, and work closely with the faculty member who serves as the Accreditation Coordinator in the Department of Education Three-quarters (0.75) of this new hire’s load will be as “faculty,” and one-quarter (0.25) of this new hire’s load will be administrative.

The existing administrative assistant that serves the Department of English, Theater, and Liberal Studies will devote an estimated 1/10 of that person’s time to serve this new program.

A typical faculty load in a semester for clinical observations is six students; in the next five years, we anticipate that the program coordinator alone will be sufficient for teaching the methods courses and supervising interns. Other clinical experiences embedded in courses—before the senior year—will be supervised by the professors teaching those courses. It is common for universities to hire adjuncts in the content area for practicum and internship supervision, and we will do that if needed. Further, if the need is great, we already have a tenure-track Assistant Professor on the faculty with a Ph.D. in English and Education, who has secondary English teaching experience and a current SC license, who can supervise practica and internships.

### **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)

USCB’s students have access to a rich array of resources, including 91,000+ books on campus, plus 500,000+ E-books, subscriptions to over 100 databases and the availability of 200,000+ online journals in all discipline areas. Relating to the proposed degree program, USCB has 10,708 print monographs. Specifically, these titles cover the Library of Congress subject heading, English Language [call number range PE1001-PE 3729], as well as, English Language – Study and Teaching (Secondary) [call number range LB1631]. . Also through comprehensive interlibrary loan services and delivery systems through regional consortia, USCB students have access to rich resources available nationwide. In SC alone, by being a member of PASCAL, students and faculty have access to over 9 million books and other academic materials. USCB also is a member of KUDZU, a group of 17 southeastern university research libraries that shares resources among its members.

### **Student Support Services**

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

Student support services, programs, and activities are available to students taking courses on the Historic Beaufort (HB) campus, on the Hilton Head Gateway (HHG) campus, and via distance education. Because the services are already in place, there are no other associated costs. These include computer support, career services, counseling and disability services, and the Student Success Center (academic advising, tutoring, and a Writing Center).

### **Physical Resources**

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

No major equipment expenditures are anticipated for the proposed program. The only item that might be added will be additional smart boards on both campuses, likely to be installed prior to this program becoming operative.

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)

Current infrastructure is adequate for the proposed program. Each campus has fully equipped smart classrooms and computer laboratories. No additional physical plant requirements or modifications to existing facilities are expected for program implementation.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	18,445	18,445	18,445	18,445	73,780
Faculty and Staff Salaries	0	55,335	55,335	55,335	55,335	221,340
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	2,000	2,000	2,000	2,000	2,000	10,000
Other*	0	0	0	0	0	0
<b>Total</b>	<b>2,000</b>	<b>75,780</b>	<b>75,780</b>	<b>75,780</b>	<b>75,780</b>	<b>305,120</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	20,148	41,504	74,816	110,080	136,056	382,604
Program-Specific Fees	750	900	1,050	1,050	1,050	4,800
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	30,222	62,256	85,504	88,064	90,704	356,750
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>51,120</b>	<b>104,660</b>	<b>161,370</b>	<b>199,194</b>	<b>227,810</b>	<b>744,154</b>
<b>Net Total (i.e., Estimated New Costs Minus Sources of Financing)</b>	<b>49,120</b>	<b>28,880</b>	<b>85,590</b>	<b>123,414</b>	<b>152,030</b>	<b>439,034</b>

\*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.**

There are no expected "Other Costs" or other special state appropriations. All funds to be generated through tuition and fees.

Reallocation of Existing Funds reflects tuition revenue from USCB students changing major to the English-Secondary Licensure program. Although the "transfer students" in the projected enrollment table may be internal transfers or transfers from other institutions, the total tuition from these students has been accounted for as Reallocation of Existing Funds.

The new hire in year two (a Ph.D. in Secondary English Education who will serve as the Program Coordinator) will cost \$75,780 (salary + fringe) annually. In the table above, three-quarters (0.75) of this new hire's load is accounted for as "faculty salary" and one-quarter (0.25) as "program administration." This is consistent with USCB policy and practice regarding academic program coordination.

## 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)

Student achievement of learning outcomes will be measured in a number of ways using both direct and indirect assessment methods.

1. **Direct assessment methods** will include assessments from individual courses, including graded homework, quizzes, exams, final exams, project evaluations, portfolio reviews, research/expository papers, and simulations. Students will also build portfolios across semesters.
2. **Indirect assessment** methods will include focus groups, exit and other interviews, graduation rates, transfer rates, written surveys and questionnaires to include student perception, alumni perception, internship perception, employer perceptions, the Rising Junior Survey, graduating student survey, and alumni surveys.

Upon graduation, students will be tracked in terms of the rate of acceptance to related graduate programs, the successfulness in obtaining (or enhancing) employment, and the number of students pursuing and succeeding, as well as success rates on the PRAXIS II test (English Language Arts: Content and Analysis [5039]).

Program evaluation is an important aspect of USCB's ability to communicate to various constituencies that academic programs are strong, relevant to the mission, continuously improving, and performing at a level worthy of institutional, state and regional support. In 2003, the University implemented an Institutional Effectiveness & Strategic Planning Framework (IESPF) that includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services.

All academic programs are reviewed internally using USCB's annual Institutional Effectiveness and Outcomes Assessment (IE-OA) process where program objectives and student learning outcomes are assessed and results used for program improvement. All academic programs draft annual IE-OA Plans and Close-out Reports, which are reviewed by the IE-OA Council and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for review.

Students are afforded the opportunity to evaluate each course and course instructor both qualitatively and quantitatively each semester. Faculty and their Department Chair are given access to collated data in order to assess the strengths and weaknesses of the course both in terms of course content and teaching approach.

The Department in collaboration with the Director of Career Services will develop, administer, and evaluate surveys to gauge graduate employment rates, student satisfaction, successful admission to graduate school, and employer satisfaction. Feedback from the surveys will be used to make program improvements. Lastly, an external advisory board will be developed to provide guidance in program development and improvement, to include ways to enhance USCB's service to public, private, and non-profit sectors and impart a competitive advantage to the state of SC.

Accreditation from the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, will be sought for the program. Detailed information on key outcomes/assessments is provided in the *SPA or Other National Specialized and/or Professional Association Standards* section of this proposal. These outcomes/assessments are aligned with the appropriate Specialized Accreditation Agency, the National Council of Teachers of English (NCTE).

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<i>The graduate of the B.A. degree in English, Secondary ELA Licensure...</i>	
Demonstrates knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	Praxis II (English Language Arts: Content and Analysis [5039]), In-course assessments (exams, essays, projects), GPA in Designated Content courses, "Writing Social Justice" Portfolio, Remediation / Multimodal Text Assignment, Capstone Portfolio
Demonstrates knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	Praxis II (English Language Arts: Content and Analysis [5039]), In-course assessments (exams, essays, projects), GPA in Designated Content courses, Remediation / Multimodal Text Assignment, Capstone Portfolio
Plans instruction and designs assessments for reading and the study of literature to promote learning for all students.	Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment, "Writing Social Justice" Portfolio
Plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.	Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment, "Writing Social Justice" Portfolio
Plans, implements, assesses, and reflects on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.	Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment
Demonstrates knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.	Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment; "Writing Social Justice" Portfolio; Capstone Portfolio
Is prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.	Internship Evaluations; Capstone Portfolio



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)

Upon SC CHE approval, USCB will seek accreditation from CAEP using the National Council of Teachers of English (NCTE) Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (approved in 2012). Planning this process will be initiated in 2018-19 as the program begins its first full academic year. USCB will request national recognition from NCTE and CAEP approval after documenting 10 program completers.

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)

The proposed program addresses the requirements of the National Council of Teachers of English (NCTE) standards as well as the South Carolina College- and Career-Ready P-12 Standards. Please refer to the attachments to this proposal for detailed information.

### **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.

Area of Certification

Secondary English Language Arts

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