New Program Proposal
Bachelor of Arts Spanish Education
Coastal Carolina University

Summary

Coastal Carolina University (CCU) proposes a new Bachelor of Arts in Spanish Education program. The program is intended for students who want to earn a four-year degree that provides them with the content and credentials necessary to become Spanish educators at the secondary level. The program is central to Coastal Carolina's mission and vision and will contribute significantly to the pool of much-needed, highly qualified teachers in South Carolina school districts, especially those in the Pee Dee and Grand Strand regions. This program seeks to provides a 4-year alternative to CCU students, by providing a Spanish Education degree complete with initial licensure credentials as compared to the five-year (four plus one) MAT program. The program will be delivered in a traditional face-to-face model, is compliant with REACH Act requirements, and will begin Fall 2023.

CHE staff evaluated the program to ensure compliance with Commission requirements before transmitting to the Advisory Committee on Academic Programs (ACAP) for review and recommendation. ACAP voted unanimously to recommend approval of the proposal on March 23, 2023. The full program proposal and support documents are attached.

Coastal Carolina University Undergraduate Student and Program Data, Fall 2022

Undergraduate in-state/out-of-State Enrollment, Fall 2022	4,599 (46.96%); 5,195 (53.04%)

Similar Programs in South Carolina – Public and Private Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Arts in Modern Languages Certification as School Teacher (K-12) (French or Spanish Emphasis)	120	Winthrop University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	K-12, Requires separate admission to teacher education program
Modern Languages Education	120	Clemson University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	Pre K-12
Foreign Language Education	120	College of Charleston	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	BS, Pre K-12
Spanish Education	120	Bob Jones University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	BS, K-12
Spanish Education	120	North Greenville University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	K-12

Coastal Carolina University, BA Spanish Education

Enrollment Projections

Projected Enrollment			
Year	Fall Headcount Total	Spring Headcount Total	Summer Headcount Total
2023-2024	5	6	0
2024-2025	10	11	0
2025-2026	14	14	0
2026-2027	17	17	0
2027-2028	18	17	0

The table is based on enrollment of 5 new students each fall and 2 new students each spring. We estimate this number based on the number of newly admitted students in Language and Intercultural Studies (about 10 a year) and our perceived interest in education as a career path. Years one through four total headcounts based on 90% returning fall to spring and 90% returning spring to fall. Year five headcount additionally based on 40% graduation rate of returning students.

Industry-related Occupational Wages and Projections in South Carolina

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Spanish Language Education	47 jobs currently listed[1]	7%-8% by 2030[8]	3,006 jobs currently listed[2]	7%-8% by 2030[8]	SCIWorks.org[6] Indeed.com[7] US Bureau of Labor Statistics.[3]

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[1] https://jobs.scworks.org; Last accessed 3/9/2023.
[2] https://www.indeed.com/jobs?q=spanish+teacher&l=south+carolina&from=searchOnHP&vjk=33e7448c3ff08fdb, accessed 1/23/23
[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, High School Teachers, at https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm. Last accessed on 1-13-2023.

Coastal Carolina University, BA Spanish Education

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Internal Institutional Unit	Approval Date	Internal Institutional Unit	Approval Date
Department of Languages and Intercultural Studies	10/04/2022	Faculty Senate:	12/7/2022
College Curriculum Comm.:	10/44/2022	Provost:	12/16/2022
Board of Trustees:	10/24/2022	President:	12/19/2022
Academic Affairs:	11/9/2022		

Coastal Carolina University, BA Spanish Education

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):

Bachelor of Arts in Spanish Language Education

Program Designation:

☐ Associate's Degree ☐ Master's Degree

☒ Bachelor's Degree: 4 Year ☐ Specialist

☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation: Fall 2024

CIP Code: 13.1330

Delivery Site(s): 51001

Delivery Mode:
☒ Traditional/face-to-face ☐ Distance Education
*select if less than 25% online ☐ 100% online

☐ Blended/hybrid (50% or more online)

☐ Blended/hybrid (25-49% online)

☐ Other distance education (explain if selected)

REACH Act Compliance: As part of their graduation requirements, all students must complete either *HIST 201* or *POLI 201*, which are both REACH Act compliant. Sample syllabi are available upon request.

Program Contact Information (name, title, telephone number, and email address):
Dr. Anna Oldfield
Associate Professor of English, Interim Chair of Languages and Intercultural Studies,
(843) 655-6560
aoldfield@coastal.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

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Academic Affairs:	11/9/2022		

Background Information

The purpose of the BA in Spanish Language Education (SLE) is to attract students who want to earn a four-year degree that provides them with the content background and credentials necessary to become Spanish educators at the secondary level. The degree program requires students to complete core courses, foundational language courses, and upper-level courses in both Spanish and education. The SLE program is central to Coastal Carolina University's mission, which states the university's commitment to "serve the educational needs of the immediate area …."[1] The curriculum is designed to cultivate students who will graduate with both a broad foundation in the Spanish language as well as a significant depth of training in the cultural and pedagogical skills needed to teach successfully at the secondary level. As such, the proposed program, also supports the mission statement's goal "to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, … citizens ...," resulting in "alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina."[2] Additionally, the SLE program supports Objective 1.4.5 of the current Coastal Carolina University Strategic Plan, which states, "CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student FTE population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent…."[3]

Assessment of Need

The BA in Spanish Language Education degree at Coastal Carolina University will contribute significantly to the pool of much-needed, highly qualified teachers in South Carolina school districts, especially those in the Pee Dee and Grand Strand regions. Coastal Carolina already has an established reputation of producing highly qualified teachers through the five-year (four plus one) MAT program, and this program will expand upon that by providing an excellent four-year Spanish education degree option, complete with initial licensure credentials, ready to serve the region and the state. Additionally, a CCU Office of Admissions poll of potential students' interests lists Education as a top-5 interest, with secondary education a popular write-in choice. Language and Intercultural Studies (LIS) recently added

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[1] Coastal Carolina University Mission statement. https://www.coastal.edu/aboutccu/mission/ Update approved by the South Carolina Commission on Higher Education on February 5, 2015. Accessed on 9-03-2022.
[2] Coastal Carolina University Mission statement. https://www.coastal.edu/aboutccu/mission/ Update approved by the South Carolina Commission on Higher Education on February 5, 2015. Accessed on 9-03-2022.
[3] Coastal Carolina University Strategic Plan. https://www.coastal.edu/aboutccu/leadership/strategicplan/thestrategicplan2016-2021/goalsandobjectivestosupporteachstrategy/ Accessed on 9-03-2022.

in 2018 a Hispanic Studies Concentration which has 22 graduates since inception. This new program sits at the intersection of these two and we expect enrollment and growth based on this.

The State of South Carolina continues to suffer from a growing teacher shortage to such a degree that recent legislation has been introduced as part of the 124th legislative session to amend Section 59-26-20, Code of Laws of South Carolina (currently in the House Committee on Ways and Means) so that "the Commission on Higher Education, in consultation with the State Department of Education, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State…." [4] Because of the ongoing need to produce qualified teachers, the state first adopted this legislation in 1976, granting partial loan forgiveness to those who become educators in South Carolina. The goal of the proposed expansion to the current legislation is to entice more students to earn education degrees by offering greater financial help to students who "attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State."[5] This is reflective of the national trend as states grapple with how to address the teacher shortages that are increasing nationwide and especially in South Carolina. Consequently, the BA in Spanish Education is an important opportunity to help attract more students into a profession with growing demand at the local, state, and national levels, as demonstrated below in the employment sections.

In response the CAAL's request to demonstrate the viability and necessity of the program in light of the pandemic's impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table demonstrates the financial viability of the program. Additionally, graduates of this degree program are prepared to contribute to the teaching in secondary schools. Teacher shortages have been exacerbated by the pandemic, and there is greater need than ever to produce the kind of high-quality teachers that will be prepared to take on both the technological and learning challenges that have been presented by the pandemic. Continued employment demand is discussed below.

Transfer and Articulation

Students who complete an Associate of Arts degree at a community or technical college may finish the Spanish Education program within an additional two years, based on current state-level transfer articulations with the South Carolina Technical College System.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	

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[4] Proposal to amend Section 59-26-20, Code of Laws of South Carolina, 1976. https://www.scstatehouse.gov/sess124_2021-2022/bills/4892.htm. Accessed on 9-03-2022.
[5] Proposal to amend Section 59-26-20, Code of Laws of South Carolina, 1976. https://www.scstatehouse.gov/sess124_2021-2022/bills/4892.htm. Accessed on 9-03-2022.

Spanish Language Education	47 jobs currently listed[6]	7%-8% by 2030[8]	3,006 jobs currently listed[7]	7%-8% by 2030[8]	SCIWorks.org[6] Indeed.com[7] US Bureau of Labor Statistics.[8]

Supporting Evidence of Anticipated Employment Opportunities

The South Carolina Department of Education (SCDE), has identified the percentage of full-time teaching positions in the 2020-21 academic year that are vacant or filled by individuals who are not fully certified in their particular subject area, identifying them as "Critical Subject Need Areas." According to the SCDE, 42.40% of secondary world language positions are either vacant or filled by individuals who are not fully certified to be in these positions, putting secondary world language among the top 50% of most needed positions among all Critical Subject Need Areas.[9] Also, according to South Carolina Student Loan, Secondary World Languages is among the critical subject areas in which secondary teachers will continue to be needed for the 2022-23 academic year and, therefore, qualify for forgiveness under the current (and potentially soon-to-be expanded) South Carolina Teachers Loan program.[10] For the 2021-22 academic year, CERRA reported world language teachers as ranking among the 10 highest vacant teaching positions in SC public school districts.[11] As of January 2023 in Florence, Williamsburg, Marion, Horry, and Georgetown counties alone, there are currently a total of 8 vacancies in secondary Spanish education[12] Statewide, 47 vacancies are currently advertised.[13]

Description of the Program

	Projected Enrollment		
	Fall Headcount	**Spring Headcount**	**Summer Headcount**
Year	**Total**	**Total**	**Total**
2023-2024	5	6	0
2024-2025	10	11	0
2025-2026	14	14	0
2026-2027	17	17	0
2027-2028	18	17	0

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[6] https://jobs.scworks.org; Last accessed 3/9/2023.

[7] https://www.indeed.com/jobs?q=spanish+teacher&l=south+carolina&from=searchOnHP&vjk=33e7448c3ff08fdb, accessed 1/23/23

[8] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, High School Teachers, at https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm. Last accessed on 1-13-2023.

[9] The South Carolina Department of Education Critical Need Subject Areas, 2021-22. https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/2021-22-subject/. Accessed on 9-03-2022.

[10] South Carolina Teachers Loan Program. https://www.scstudentloan.org/current-borrowers/teacher-forgiveness/critical-subject-areas. Accessed on 9-03-2022.

[11] The Center for Educator Recruitment, Retention, & Advancement (CERRA). CERRA 2021-22 Annual Educator Supply and Demand Report. https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report__1_.pdf. Accessed on 9-05-2022.

[12] South Carolina's Information Highway. https://www.sciway.net/. Last accessed on 3/8/2023.

[13] https://jobs.scworks.org; Last accessed 3/9/2023.

The table is based on enrollment of 5 new students each fall and 2 new students each spring. We estimate this number based on the number of newly admitted students in Language and Intercultural Studies (about 10 a year) and our perceived interest in education as a career path. Years one through four total headcounts based on 90% returning fall to spring and 90% returning spring to fall. Year five headcount additionally based on 40% graduation rate of returning students.

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

☒Yes

☐No

Students may be admitted to the university and begin their studies based solely on the institutional general admission requirements. However, candidates entering the undergraduate teacher preparation program must meet the following requirements, per state and EPP guidelines: minimum GPA of 2.75; 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102 or ENGL 211, EDUC 111, EDUC 204, and EDUC 215; passing scores on all three areas of Praxis Core Academic Skills for Educators Test: Reading (156), Writing (158), and Math (142) or exemption based on SAT (1100) or ACT (22) scores; a signed criminal offense disclosure statement; South Carolina Law Enforcement Division (SLED) background check; professional reference for teacher candidate form; and approval of education faculty.

Curriculum

REACH Act Compliance: As part of their graduation requirements, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government*, which are both REACH Act compliant. Sample syllabi are available upon request. These courses are highlighted in the curriculum plans presented below and a compliance statement is also highlighted at the end of the curriculum plans.

New Courses

LIS 312 - Principals and Methods of Teaching Spanish. (3 credits) This course examines contemporary foreign language pedagogy in a sequential, standards-based curriculum. Students study and apply developmentally appropriate goals, objectives, content, skills, strategies, materials, and methods. Lesson plan designs, classroom management, and national and state education standards relevant to High School foreign language curricula are also examined.

Spanish Education Major (120 credits)	
CORE CURRICULUM (36-40 Total Credit Hours)	**36-40**
GRADUATION REQUIREMENTS (3-6 credits)	**3-6**
UNIV 110 Q* First-Year Experience	3
† Choose one of the following:	3

HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction or POLI 201 Introduction to American Government -or- POLI 201 Introduction to American Government	
FOUNDATION REQUIREMENTS (6-21 credits)	**6-21**
◊ SPAN 115 Hispanic Studies I; or choose 2 - SPAN 110/120/130	5-6
◊ LIS 122 Intro to Intercultural Studies	3
◊ GEOG 121 World Regional Geography	3
◊ ANTH 102 Understanding Other Cultures	3
SPAN 210 Hispanic Studies II	3
SPAN 211 Spanish and Hispanic Cultures in North America	3
EDUCATION CERTIFICATION REQUIREMENTS (42 credits)	**42**
EDUC 111 Exploring Teaching as a Profession	3
EDUC 204 Q* Computer Technology & Instruction Media	3
EDSP 200 Q* Foundations of Special Education	3
EDSC 308 Foundations in Literacy	3
EDSC 400 Assessment and Action Research	3
EDSC 410 Secondary Adolescent Development and Management in the Classroom	3
EDSC 415 Teaching Diverse Learners	3
EDSC 418 Reading and Writing in the Content Areas	3
EDSC 446 Foundations of Secondary Education	3
EDSC 480 Internship Seminar	3
EDSC 490 Internship (for students passing all required portals)	9
LIS 312 Principles and Methods of Teaching Spanish	3
SPANISH MAJOR CORE (18 credits)	**18**
SPAN 255 Spanish Conversation	3
SPAN 315 Spanish and Hispanic Cultures in South America	3
SPAN 321 Spanish and Hispanic Cultures in Central America and the Caribbean	3
SPAN 345 Spanish through Art	3
SPAN 431 Spanish and Hispanic Cultures in Spain	3
SPAN 480 Capstone: Advanced Topics in Literature and Culture	3
SPANISH MAJOR ELECTIVES (12 credits)	**12**
Electives - Choose 12 credits of 300- or 400-level SPAN, SPHP, or LIS courses; can include study abroad summer courses with CCU or affiliate (highly recommended).	12
ELECTIVES	**0-6**
TOTAL	**120**

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◊ Course credit hours only count once toward the total university graduation credit hour requirements.

Total Credit Hours Required: 125 credits. The complete program catalog description, including the Core Curriculum, is found in Appendix A.

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Curriculum by Year					
Year 1					
Fall		Spring		Summer	
UNIV 110E	3	ENGL 102	4	Core Curriculum	3
ENGL 101	4	EDUC 111	3		
SPAN 115 (or Placement)	5	SPAN 210	3		
LIS 122	3	Scientific Concepts/Lab	4		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	3
Year 2					
Fall		Spring		Summer	
SPAN 211	3	EDSC 308	3		
SPAN 255	3	EDUC 204	3		
ANTH 102	3	SPAN 321	3		
SPAN, SHP, or LIS 3XX	3	SPAN, SHP, or LIS 3XX	3		
Core Curriculum	3	GEOG 121	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Year 3					
Fall		**Spring**		**Summer**	
EDSC 446	3	EDSC 400	3		
SPAN 315	3	EDSC 410	3		
SPAN 345	3	EDSP 200	3		
SPAN, SHP, or LIS 3XX or 4XX	3	SPAN 480	3		
HIST 201 or POLI 201 (REACH Act)*	3	SPAN, SHP, or LIS 3XX or 4XX	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		**Spring**		**Summer**	
EDSC 415	3	EDUC 480	3		
EDSC 418	3	EDUC 490	9		
LIS 312	3				
SPAN 431	3				
Core Curriculum	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

*REACH Act Compliance: As a graduation requirement, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government* for REACH Act compliance. Sample syllabi are available upon request. See Appendix A.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Arts in Modern Languages Certification as School Teacher (K-12) (French or Spanish Emphasis)	120	Winthrop University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	K-12, Requires separate admission to teacher education program
Modern Languages Education	120	Clemson University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	Pre K-12
Foreign Language Education	120	College of Charleston	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	BS, Pre K-12
Spanish Education	120	Bob Jones University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	BS, K-12
Spanish Education	120	North Greenville University	Combined undergraduate degree in Education and Spanish for SC Teacher Certification	K-12

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor, Full Time	SPAN 115, SPAN 210, SPAN 211, SPAN 315, SPAN 321, SPAN 345, SPAN 431, SPAN 480, LIS 312, SPAN 431	Ph.D. in Spanish Linguistics and Theory of Literature, Universidad Autónoma de Madrid	N/A
Associate Professor, Full Time	SPAN 115, SPAN 210, SPAN 211, SPAN 315, SPAN 321 SPAN 115, SPAN 210, SPAN 211, SPAN 345, SPAN 431	Ph.D., Latin American Literature, Syracuse University	N/A
Associate Professor, Full Time	SPAN 115, SPAN 210, SPAN 211, SPAN 255, SPAN 315, SPAN 321, SPAN 345, SPAN 431, LIS 3XX	Ph.D., Latin American and Iberian Cultures, Columbia University	N/A
Assistant Professor, Full Time	SPAN 115, SPAN 210, SPAN 211, SPAN 255, SPAN 315, SPAN 321, SPAN 345, LIS 3XX, LIS 321, SPAN 480	Ph.D. in Spanish, Arizona State University	Graduate Certificate in Gender Studies, Arizona State University (2021)
Sr. Lecturer, Full Time	SPAN 115, SPAN 255,	M.A. in Language, Literature and Translation, from University of Wisconsin-Milwaukee	N/A
Sr. Lecturer, Full Time	SPAN 115, SPAN 210, SPAN 211	Master of Arts in Spanish Language and Literature from the State University of New York at Buffalo	ABD in Spanish Linguistics at the University of Florida
Sr. Instructor, Full Time	SPAN 115, SPAN 210, SPAN 211	MA in Spanish, UC Davis	N/A
Sr. Instructor, Full Time	SPAN 115, SPAN 210, SPAN 211, SPAN 255,	MA in Spanish Literature, University of Virginia,	Teaching Certificate from Randolph-Macon Women's College
Professor, Full-time	Education general courses. All Terms.	Ph.D. Curriculum and Instruction Indiana University	N/A
Associate Professor, Full-time	S.C. Read to Succeed Act Courses	Ph.D., Curriculum and Instruction UNC Greensboro	N/A

Total FTE needed to support the proposed program: 0.4
Faculty: 0.14
Staff: 0.13
Administration: 0.14

Faculty, Staff, and Administrative Personnel

This program is housed in the Department of Language and Intercultural Studies (LIS), which is responsible for core curriculum oversight, Spanish content oversight, and university assessment, all of which the department already does for the BA in Language and Intercultural Studies, Hispanic Studies Concentration. The program is also heavily supported by the Spadoni College of Education and Social Sciences, which is responsible for all education instruction, oversight of the state licensure processes, and oversight of alignment with state and national accreditation standards, processes which they are fully prepared to support using those already established for the MAT program. The LIS programs and Education programs at Coastal Carolina University have sufficient faculty to initiate the program. The programs will rely on the current department chairs for leadership and administrative staff. Student advising is transitioning to a centralized model, and advising loads for professional advisers are determined based on the size of the incoming class. The university is committed to supporting all incoming students, and will easily absorb these students into the advising load. In the future, if enrollment in this program were to grow to over 60 students, we would need an additional hire to teach the appropriate 200 and 300 level classes; this will be determined by university allocation resources at that time.

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Resources

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Library and Learning Resources

Kimbel Library has holdings of approximately 1.1 million items in all formats, including more than 375,000 eBooks provided by PASCAL, a statewide consortium. The library currently subscribes to approximately 230,000 periodicals, including magazines, newspapers, scholarly journals and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at www.coastal.edu/library. All electronic resources, including books, articles and videos, are available to Coastal students, faculty and staff from off campus.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library is open 98 hours per week during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Teaching faculty provide input regarding selection of library resources, including both print and electronic resources. The department has a designated library liaison who takes order requests and communicates with faculty when new resources are available.

Library holdings are as follows:

Monographs
Subject areas for LIS and education were identified for this program. Kimbel Library currently has access to more than 1,600 relevant titles in print or ebook format.

Audiovisual
The library provides access to streaming video in support of the curriculum, and currently has access to over 800 films in the Spanish language and/or classified under Spanish and Hispanic Film.

Serials and Subscriptions
Kimbel Library currently provides access to 522 peer-reviewed journals classified under Spanish and Hispanic Studies. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions.

Curriculum Collection
The library provides access to 550 titles focusing on Spanish pedagogy and 224 children's books either all in Spanish or in a mix of Spanish and English.

Current access points for Spanish education journals include, but are not limited to:

- Academic Search Complete
- Brill Online Journals
- Education Full Text
- Education Source
- ERIC
- JSTOR
- Professional Development Collection
- SpringerLink
- Hispania
- MLA International Bibliography
- EBSCO

Student Support Services
Advising
Advisers currently working within the College of Humanities and Fine Arts are sufficient to provide support without additional cost. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students.

Counseling Services
Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:
- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Accessibility and Disability Services
Accessibility and Disability Services offers students with physical, psychological or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability and make an appointment with a staff member.

Physical Resources/Facilities

Current facilities are adequate for the initial cohort of students. The department is currently housed in the Brittain Hall building on Coastal Carolina University's campus. Brittain Hall contains 12 classrooms with capacities of 25 or 30 and the LIS Department has exclusive access to the Intercultural Language Resource Center (ILRC), also located in Brittain Hall. The ILRC provides computer access, tutoring, and activity space for extracurricular culture and language activities. As the proposed program only adds one new course, we feel that the existing classrooms on campus will be able to handle the space demands of the program.

Equipment

Current equipment is adequate for the initial cohort of students.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes
☐No

It will increase enrollment in upper level Spanish classes; however, there is capacity in these classes to accommodate any increase in enrollment, and will provide a richer and more diverse classroom experience for students in the Hispanic Studies degree and Spanish Language Education program.

Financial Support

	Sources of Financing for the Program by Year											
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	$97,585	$97,585	$199,073	$199,073	$284,277	$284,277	$352,097	$352,097	$359,139	$359,139	$1,292,171	$1,292,171
Program-Specific Fees											$0	$0
Special State Appropriation											$0	$0
Reallocation of Existing Funds											$0	$0
Federal, Grant or Other Funding											$0	$0
Total	$97,585	$97,585	$199,073	$199,073	$284,277	$284,277	$352,097	$352,097	$359,139	$359,139	$1,292,171	$1,292,171
	Estimated Costs Associated with Implementing the Program by Year											
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries		$32,640		$33,293		$46,077		$59,360		$92,067	$0	$263,437
Facilities, Equipment, Supplies, and Materials											$0	$0
Library Resources											$0	$0
Other											$0	$0
Total		$32,640		$33,293		$46,077		$59,360		$92,067	$0	$263,437
Net Total (Sources of Financing Minus Estimated Costs)	$97,585	$64,945	$199,073	$165,781	$284,277	$238,200	$352,097	$292,737	$359,139	$267,072	$1,292,171	$1,028,734

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from all courses taken by the student, including both departmental-fielded courses and cross-department electives. The expenses shown in the Financial Support table represent only direct expenses necessary for delivering program courses and administration. This program will be housed entirely within the Department of Language and Intercultural Studies, which is fully funded. The university uses a 50% gross academic margin assessment to ensure that new graduate and certificate programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, total induced revenue ($1,292,171 for the period) is calculated minus total direct expenses ($263,437 for the period) divided by total induced revenue ($1,292,171 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the University looks for undergraduate and certificate programs to produce a gross academic margin of 50% or better. This program's gross academic margin is 79.61% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

The B.A. in Spanish Language Education will prepare students to demonstrate: (1) knowledge of Spanish and its theory and principles; (2); intercultural literacy; and (3) proficiency in education pedagogy and apply it to effectively deliver Spanish content to high school students.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
(1) Proof of Content Knowledge	1.1 Candidates will demonstrate at least American Council on the Teaching of Foreign Language (ACTFL)[14] Intermediate High fluency and accuracy in speaking, listening, reading, and writing in Spanish	STAMP 4S exam taken in SPAN 480
	1.2 Candidates will earn a passing score, as determined by the South Carolina Department of Education (SCDOE), on the PRAXIS II examination in their content area.	PRAXIS II Exam
(2) Proof of Intercultural Literacy	2.1 Candidates will demonstrate an understanding of a diversity of Hispanic cultures	SPAN 480 Cultural literacy reflective writing and portfolio complied from projects in SPAN 315, 321, 345 and 431

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[14] https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/spanish

(3) Spanish language education majors will be able to demonstrate proficiency in education pedagogy and apply it to effectively deliver Spanish content to high school students	3.1 Candidates will earn a passing score, as determined by the South Carolina Department of Education (SCDOE), on the PRAXIS II examination in their content area.	PRAXIS II Exam
	3.2 Candidates will pass with a minimum grade of 'C' courses covering their content disciplines either during their undergraduate program.	The transcript will be analyzed by a faculty expert in that content area to make sure that all needed coursework is present with a grade of C or above
	3.3 Candidates will create a discipline-specific lesson plan during their methods class.	The lesson plan is graded by a normed rubric that is common across the College of Education and Social Sciences. The rubric will include addendum items related to the ACTFL SPA Content Requirements.
	3.4 Candidates will earn a score of proficient or higher on all of the components of the summative internship evaluation, including the discipline-specific evaluation, the Conceptual Framework Rubric, and the South Carolina ADEPT 4.0 rubric.	Through clinical experiences and through student teaching, candidates are observed using the rubrics. Candidates must earn a score of Proficient or higher on all three components of the summative internship evaluation.
	3.5 Candidates will earn a score of proficient or higher on the Teacher Work Sample.	Teacher Work Sample: The Teacher Work Sample requires candidates to demonstrate their abilities to plan for, implement, and assess instruction.

Each program objective will be assessed using both direct methods (including but not limited to tests, lesson plans, and homework assignments) and indirect methods (including but not limited to survey questions and a Senior Capstone Project) as appropriate.

The Goal 1 objectives will be assessed each time that SPAN 480 is offered, as well as during the internship semester. Successful completion of the Praxis II exam is required for program completion as well as recommendation for

licensure to the South Carolina Department of Education. Data from the assessments are used annually by faculty to evaluate program methods and goals, and to adjust instruction as appropriate.

The Goal 2 objectives will be assessed each time the courses are offered. Data from the assessments are used annually by faculty to evaluate program methods and goals, and to adjust instruction as appropriate.

Goal 3 objectives are assessed during the semester prior to internship and the internship semester. Successful completion of each of the Goal 3 assessments is required for program completion as well as recommendation for licensure to the South Carolina Department of Education. Data from the assessments is used annually by faculty to evaluate program methods and goals, and to adjust instruction as appropriate. Note that assessment is further explained in Appendix B, pages 34-48.

Annually, data will be gathered, analyzed, and the assessment results will be used to drive changes to methods for subsequent assessments. This assessment schedule affords the opportunity to make changes to the program after analysis and dissemination of assessment results and before data is collected for the next assessment cycle.

Candidates in all initial licensure programs are monitored throughout their progression in the professional teacher education program. Prior to program entrance, candidates are expected to meet a set of criteria that meet or exceed state guidelines; candidates must have at least a 2.75 GPA, pass or be exempted from the Praxis I exam, completed 60 hours of coursework, have a professional recommendation, and a clear background check. Once in the program, candidates are monitored through the administration of the key assessments addressed above, along with two evaluations of their professional dispositions and performance in field experiences. Prior to internship, candidates must provide evidence of their attempt to pass both the applicable Praxis II content exams and the Principles of Learning and Teaching exam. Once in internship, their performance is monitored through the completion of their final key assessments and successful completion of internship, as documented by observations and completion of the summative internship evaluation rubrics.

The Educator Preparation Program (EPP) monitors completer performance in several ways. First, candidates complete an exit survey for the College of Education and Social Sciences, indicating where they have been employed for the coming academic year. The EPP also receives hiring information from the five partnering districts, which post hiring approvals on their websites from monthly board meetings. After one year of teaching, the principals of program completers are asked to complete an Employer Satisfaction Survey, to indicate their perceptions of the graduate's performance.

Additionally, in the Fall 2018 semester, Coastal Carolina University launched a new, University-wide alumni survey instrument to compliment the efforts of our Alumni Relations office. The new survey incorporated and replaced the existing university-sponsored alumni survey (run 2009 through 2017), the Career Services post-graduation outcome survey (run 2012 through 2017), and all program-specific alumni survey efforts. It collects data on employment, additional education, academic and student life involvement, and overall satisfaction with the CCU experience. The survey is administered to alumni from both undergraduate and graduate programs, on a set schedule nine months after graduation. Collected data is summarized and shared with campus constituencies including Alumni Relations, Career Services, Student Life and the academic colleges and departments.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒Yes

☐No

The program will seek program-specific accreditation through CAEP. The EPP's current programs are recognized by CAEP. The next site visit for the EPP will occur in Fall 2026; data from this program will be shared as a part of the on-site visit. Additionally, the program will seek national approval using the ACTFL standards.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒Yes

☐No

The Spanish Language Education program will result in students licensed for Spanish Language education (7-12).

Explain how the program will prepare students for this licensure or certification.

Candidates are admitted to the program following the guidelines set forth by the South Carolina Department of Education as noted in Appendix B, page 28. Prior to licensure program admission, candidates must earn at least a 2.75 GPA, have completed 45 hours of coursework, completed a background check, and meet or be exempted from entrance exam requirements. Candidates are prepared for licensure through coursework focused on instructional methods, classroom management practices, assessment, and two state-approved Read to Succeed courses. Courses in the Spanish support candidates' content knowledge. In addition, candidates participate in a variety of field experiences and courses focused on implementing technology and learning about diverse student needs. They participate in over 120 hours of field experiences and a semester of student teaching. Candidates are required to create lesson plans, plan for, and implement instruction throughout their program. Their time in the classroom ends with a culminating 60-day internship, where they teach full-time for a minimum of 35 consecutive days.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒Yes

☐No

The EPP will seek national approval for the program through the American Council on the Teaching of Foreign Language (ACTFL). The institution will submit plans to the South Carolina Department of Education (SCDE) in conjunction with the CHE proposal. Once approved by CHE, the complete, approved proposal is sent to the SCDE as part of the requirements for SCDE approval. Then, it will go through SCDE internal review, external peer review, Professional Review Committee consideration, and SBE consideration. A draft of the SCDE proposal is attached in

Appendix B; this draft has been shared with SCDE staff, and contains the necessary components for SCDE review. The process is expected to take approximately 24 months from state submission to program implementation. Once completed, CAEP and ACTFL will be notified of the new program in the AIMS system, and the program will be reviewed at the Fall 2026 CAEP site visit.

Appendix A: Catalog description for the BA in Spanish Language Education

Spanish Language Education, B.A.

Spanish Language Education (SLE) is a Bachelor of Arts program for students who want to earn a four-year degree that provides them with the content and credentials necessary to become Spanish educators at the secondary level. The BA in Spanish Language Education will allow students to graduate with their peers in four years, eliminating the need for an extra fourteen months of coursework to initial licensure. The degree program requires students to complete education core courses, foundational Spanish courses, and upper-level courses in education and Spanish/Hispanic studies.

This program includes 1) a set of education foundation courses and clinical experiences that provide the framework for teaching at the secondary level 2) a set of content area concentration courses in Spanish/Hispanic studies. Once admitted to the program, students undertake a curriculum of courses and experiential training in education in parallel with content courses in the Spanish language focusing on conversation, linguistics, pronunciation, and writing, and also courses on Hispanic culture and civilization in the USA, Latin America, and Europe.

Students who complete the requirements for a degree Spanish Language Education will be able to:

1. Design and implement effective standards-based lessons that are built on their knowledge of secondary education learners, developmentally responsive, meaningful and challenging curriculum, an interdisciplinary nature of knowledge and best pedagogical practices.
2. Demonstrate depth and breadth of pedagogical content knowledge.
3. Demonstrate depth and breadth of content areas in the Spanish language, Hispanic culture, and second language education.
4. Integrate technology to enhance their teaching, learning and professional productivity.
5. Adapt learning environments, instructional strategies, and assessment techniques to meet and respond to the needs of academically, culturally and developmentally diverse secondary learners.
6. Demonstrate leadership, skills, behaviors, and dispositions in professional contexts.
7. Demonstrate proficiency in education pedagogy and apply it to effectively deliver Spanish content to high school students.
8. Integrate knowledge of Spanish and education pedagogy and practices to effectively communicate content to secondary students.
9. Obtain the related Spanish education licensure to teach grades 9-12.

Degree Requirements:

Spanish Language Education Major (120 credits)	
CORE CURRICULUM (36-40 Total Credit Hours)‡	**36-40**
GRADUATION REQUIREMENTS (3-6 credits)‡	**3-6**
UNIV 110 Q* First-Year Experience	3
†Choose one of the following: HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction or POLI 201 Introduction to American Government -or- POLI 201 Introduction to American Government	3

FOUNDATION REQUIREMENTS (6-21 credits)	**6-21**
◊ SPAN 115 or choose 2 - SPAN 110/120/130	5-6
◊ LIS 122 Intro to Intercultural Studies	3
◊ GEOG 121 World Regional Geography	3
◊ ANTH 102 Understanding Other Cultures	3
SPAN 210 Hispanic Studies II	3
SPAN 211 Spanish and Hispanic Cultures in North America	3
EDUCATION CERTIFICATION REQUIREMENTS (42 credits)	**42**
EDUC 111 Exploring Teaching as a Profession	3
EDUC 204 Q* Computer Technology & Instruction Media	3
EDSP 200 Q* Foundations of Special Education	3
EDSC 308 Foundations in Literacy	3
EDSC 400 Assessment and Action Research	3
EDSC 410 Secondary Adolescent Development and Management in the Classroom	3
EDSC 415 Teaching Diverse Learners	3
EDSC 418 Reading and Writing in the Content Areas	3
EDSC 446 Foundations of Secondary Education	3
EDSC 480 Internship Seminar	3
EDSC 490 Internship (for students passing all required portals)	9
LIS 312 Principles and Methods of Teaching Spanish	3
SPANISH MAJOR CORE (18 credits)	**18**
SPAN 255 Spanish Conversation	3
SPAN 315 Spanish and Hispanic Cultures in South America	3
SPAN 321 Spanish and Hispanic Cultures in Central America and Caribbean	3
SPAN 345 Spanish through Art	3
SPAN 431 Spanish and Hispanic Cultures in Spain	3
SPAN 480 Capstone: Advanced Topics in Literature and Culture	3
SPANISH MAJOR ELECTIVES (12 credits)	**12**
Electives - Choose 12 credits of 300- or 400-level SPAN, SPHP, or LIS courses; can include study abroad summer courses with CCU or affiliate (highly recommended).	12
ELECTIVES	**0-6**
TOTAL	**120**

†**REACH Act Compliance:** As part of their graduation requirements, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government*, which are both REACH Act compliant.

◊ Course credit hours only count once toward the total university graduation credit hour requirements.

‡ Core Curriculum (36-40 Total Credit Hours)

The purpose of the Core Curriculum is to provide an educational experience in the liberal arts tradition that promotes inquiry, creativity, and critical thinking. The Core Curriculum provides opportunities for students to

develop skills in the following: critical thinking and reasoning, written and oral communication, and quantitative and information literacy. The Core Curriculum provides opportunities for students to apply the above-mentioned skills in the practice of the natural sciences, the social sciences, the humanities, and the arts in the context of global and diverse cultural perspectives.

Students are required to complete courses in the follow areas:
- A. Critical Thinking and Reasoning (3 credit hours)
- B. Critical Reading, Writing, and Information Literacy (8 credit hours)
- C. Communication Across Cultures (3-6 credit hours)
- D. Quantitative Literacy (3-4 credit hours)
- E. Scientific Concepts (4 credit hours)
- F. Human and Social Behavior (6 credit hours)
- G. Humanistic Thought (6 credit hours)

More information can be found here: https://catalog.coastal.edu/preview_program.php?catoid=22&poid=3976

‡ Graduation Requirements (3 – 6+ Credits):
Graduation Requirements (3-6+ Credits) *
UNIV 110 The First-Year Experience (0-3 credits)

Choose one of the following:
HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction✝ (3 credits)
POLI 201 Introduction to American Government (3 credits)

REACH Act Compliance: As part of their graduation requirements, all students at CCU must complete either
HIST 201 - History of the United States from Discovery to the Present: Discovery through
Reconstruction, or
POLI 201 - Introduction to American Government, which are both REACH Act compliant.
Sample syllabi are available upon request.

More information can be found here: https://catalog.coastal.edu/preview_program.php?catoid=22&poid=4140

Appendix B: Required SCDE paperwork

III. SCDE Requirements

This section includes a description of the ways in which the program will meet all state requirements as outlined in the South Carolina Educator Preparation Guidelines: Standards Policies, and Procedures, South Carolina Provider Requirements, as applicable. These will include:

A. Requirements Related to State Statutes and Regulations

1.1. National provider standards

The Spanish Language Education program will undergo American Council on the Teaching of Foreign Language (ACTFL) review using the ACTFL 2013 Standards; per CAEP, the review will take place during the 2026 CAEP Site Visit.

1.2. Criminal records check and fingerprinting requirements

To fulfill South Carolina legislative requirements and related public-school policies, all candidates who participate in any type of field-based experience associated with schools must undergo a SLED background check. Candidates must show a clear record on this check. If a criminal record is revealed, results are considered on an individual basis to determine whether the candidates can be placed in a field experience. These decisions are made with the school district and, when appropriate, the state. Typically, candidates will not be placed in a field experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Coastal Carolina University will not place candidates in field experiences who have been convicted of or plead guilty to violent crimes or crimes of sexual nature. Additionally, candidates will not be placed in a field experience if they have been convicted of a felony that would make the candidate ineligible for a Professional Teaching Certificate.

To meet state certification requirements, an additional and more extensive FBI check is required at the beginning of the final internship semester for candidates. Candidates must show a clear record and no offenses that would make them ineligible for professional certification to be placed into an internship.

1.3 Read to Succeed

Candidates will take two courses to meet Read to Succeed standards, EDSC 308 Foundations in Literacy and EDSC 418 Reading and Writing in the Content Areas. These courses will be submitted to the state for approval for the Read to Succeed standards as required by the South Carolina Department of Education. The courses' multiple assignments that address the standards over two semesters. These include classroom design projects, text set projects, and reading theorist reports.

Table 1. Read to Succeed Requirements

Course Title	Course Number	Credit Hours	Catalog Description	SC Literacy Standards, Elements, and Competencies Addressed
EDSC	308	3	An introductory course on literacy and its role in secondary schools and society. Candidates will research literacy by defining it and relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed.	1.1, 2.3, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2
EDSC	418	3	A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.	1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.2

1.4 Assisting, developing, and evaluating professional teaching–ADEPT

Assessment of professional teaching is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the South Carolina Expanded ADEPT Rubric. All candidates receive extensive training related to the current South Carolina Teaching Standards integrated into the Expanded ADEPT Support and Evaluation System. Prior to beginning the clinical experience, all candidates receive a comprehensive orientation that includes written and oral explanations of

◊ Assistance and evaluation processes;
◊ Expectations related to the *Expanded ADEPT* System; and
◊ Requirements, including the SCTS performance criteria, for successfully completing the clinical practice.

The secondary Spanish language education program will implement a plan that integrates ADEPT standards throughout the field experiences and internship. The program has infused the SCTS 4.0 rubric and teaching standards in courses and field experiences prior to internship to build familiarity and for both reflection and formative feedback. Teacher candidates are introduced to SCTS 4.0 in each of the respective content methods courses. The standards are first addressed in the Foundations of Education Course and each of the respective content methods courses in the semester prior to the teaching internship.

Teacher candidates are evaluated on the ADEPT standards during internship by university supervisors that have completed the required Expanded ADEPT training to serve as an evaluator. Each teacher candidate must be supervised by one or more EPP faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice. Candidates are observed using the instrument during field experiences and internship. Each teacher candidate receives at least four formative observations (two by their university supervisor and two by the cooperating teacher) and four summative observations (two by their university supervisor and two by the cooperating teacher), written and oral feedback, and assistance regarding all SCTS Indicators from both the EPP and their school-based cooperating/supervising teachers throughout the clinical practice.

After each observation, the candidate and cooperating teacher discuss their progress and set goals for the next observation. University Supervisors, Cooperating Teachers, and Teacher Candidates review the instrument at a formative and summative conference. Evaluation decisions about candidate performance are based on the consensus judgments of the university supervisor and cooperating teacher. Evaluations are based on teaching performance in the four domains of Instruction, Planning, Environment, and Professionalism as well as their accompanying indicators in the SCTS rubric. Candidates must receive a mean competency score of 2.5 or higher to successfully complete an internship.

1.5 Program for assisting, developing, and evaluating principal performance–PADEPP (Leadership programs only)

Not applicable

1.6 Family, school, and community engagement

The Spadoni College of Education and Social Sciences emphasizes the importance of involvement of families and communities in the school community and the classroom. To address the standards in this area, we meet the standards in the following ways:

(a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to respond to racial, ethnic, socio-economic, gender, exceptionality status, language proficiency, and other aspects of student diversity. Topics include Culturally Responsive Teaching focusing on developing positive relationships with students, asset-based teaching practices, and community-centered education. Candidates complete a curriculum audit that prompts them to consider the standards in their field in terms of how best to teach them to the specific students in their field placement classrooms. Candidates learn and practice universal design practices such as incorporating student choice and voice and ensuring the content is accessible to a diverse student population.

In EDSC 418 candidates are asked to create a differentiated lesson plan that asks candidates to address student interests and student proficiency in their field experience classroom. When we address why students do not know information, we delve into what can cause holes in information. This instruction of this topic starts in EDSC 308 where candidates examine early childhood experiences and how socio-economic status can influence vocabulary acquisition and reading level, and we continue to work on those topics in EDSC 418 when candidates examine how to create a lesson plan for 9-12 students who have a deficit in knowledge about a specific topic (Differentiated Lesson Plan).

Finally, beginning in the second field experience and continuing throughout the program, candidates are evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and welcoming classroom for all students.

(b) establishment and maintenance of parent-friendly school settings;

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to work with diverse parents and families. Candidates are introduced to issues related to meeting the needs of diverse parents and are prompted in class assignments to locate and use best practices for parent communication.

(c) awareness of community resources that strengthen families and assist students to succeed

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to understand the need for understanding the community in which students live. The candidates' final exam in the course is a community mapping project that requires candidates to go out into a local community, locate a variety of community assets, write a lesson plan that incorporates community assets, and reflect on what they learned through their journeys into the communities about connecting with students. Beginning in the second field experience and continuing throughout the program, candidates are also evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and

welcoming classroom for all students through drawing on community resources and developing a rapport with students and their families.

1.7 Safe School Climate Act

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. In the Adolescent Development and Classroom Management course the candidates complete a classroom management project. The project's intent is to have the candidates devise classroom routines and interventions to minimize off-task behaviors like harassment, bullying and intimidation. The candidates must base the plan on best management practices in the research literature. Also, the candidates are required to make field observations and keep an observation journal when they are out in schools. One focus of the observations is potential bullying behaviors and actions and effective methods for curtailing them. In EDSC 415, the diversity course, the candidates review and discuss literature on gender spectrum issues. One specific focus of the research and discussions is the connection between gender issues with the phenomena of sexual harassment and bullying. Finally, The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented to all interns during the Internship semester prior to attending their internship semester. This information is followed by working in schools full-time and conducting classes in the high school setting. In addition, EEDA core values are evaluated in the Spadoni College Dispositions Form. The dispositions form is completed by faculty in the fall and spring semesters during the methods course and the internship semester. Candidates are trained and assessed on the Safe Schools Climate Act during internship. Finally, beginning in the second field experience and continuing throughout the program, candidates are evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and welcoming classroom for all students.

1.8 Education and Economic Development Act (EEDA)

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented to all interns during the Internship. In the Foundations of Education course and the content-specific methods course, candidates prepare individual lesson plans and unit plans that address the connections between the lesson content and prospective careers and career readiness. In addition, as stated above, the Professional Dispositions Form focuses on a future teacher's ability to comply and enact EEDA by striving to promote EEDA performance standards, establish a supportive environment, establish, and maintain non-discriminatory and inclusive practices and interrupting or re-directing discriminatory discourse. The dispositions form is completed three times; twice prior to internship, and again during internship. Additionally, candidates are trained and assessed on EEDA during internship.

1.9 Student Health and Fitness Act (Early Childhood Education and Elementary Education programs only)

Not applicable

1.10 Admission to undergraduate teacher preparation programs (Basic Skills Requirement)

Candidates entering the undergraduate teacher preparation program must meet the following requirements, per state and EPP guidelines:

The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

◊ Minimum GPA of 2.75
◊ 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102 or ENGL 211
◊ Grade of 'C' or better in EDUC 111
◊ Grade of 'C' or better in EDUC 204
◊ Grade of 'C' or better in EDUC 215
◊ Grade of 'C' or better in all required foundational education courses completed
◊ **Passing scores on all three areas of Praxis Core Academic Skills for Educators Test: Reading (156), Writing (158), and Math (142) or exemption based on SAT or ACT scores**
◊ A signed Criminal Offense Disclosure statement
◊ South Carolina Law Enforcement Division (SLED) background check
◊ Professional Reference for Teacher Candidate Form
◊ Approval of Portal I Faculty Committee

1.11 PK–12 academic standards

Candidates in the secondary education programs are required to submit content specific lesson plans utilizing the South Carolina academic standards (in LIS 312); in addition, they are evaluated on their delivery of instruction utilizing these standards with the SCTS 4.0 Rubric. Candidates also complete Teacher Work Sample (TWS), which demonstrates long range planning, during their internship semester.

1.12 Tuberculosis screening and evaluations

Teacher candidates must provide documentation of a negative TB test prior to beginning the internship.

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field experiences

Candidates in the program must complete at least 100 hours of field experience prior to internship (CCU internship) at the initial undergraduate level. The internship experience must provide for intensive and continuous involvement in a public-school setting. Our five partnering districts work closely with the college to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the college to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers and administrators. Throughout the field experiences, candidates are observed regularly by university supervisors and cooperating teachers using the SCTS 4.0 rubric domains. The field experiences provide actual settings in which to develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The field experiences are diverse and provide interaction with students in a variety of settings. Finally, in the final semester, candidates use knowledge and skills in a semester-long internship (450+ hours) in a local public high school, which supports a successful transition from teacher candidate to professional educator. The final clinical field-based experience (the internship) is the capstone of the program. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns can explore, investigate, grow, and develop through the internship. Interns must apply their knowledge of learners and learning in the classroom by working with students as full participating members of a professional school community.

Expectations for interns include the ability to:
◊ design sequential objectives and strategies based on state and local standards,
◊ analyze their own teaching methods in comparison with student achievement to ensure that standards are met,
◊ plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
◊ assume the role of a professional educator, working productively with their mentors.

Additionally, interns are expected to prepare lesson/unit plans, demonstrate how to effectively manage the learning environment, demonstrate how to plan for assessment of student learning, and how to analyze and reflect on student learning data to determine curriculum and instruction. Interns are expected to participate in school-wide initiatives, attend professional development, attend to administrative tasks, and support school functions. All candidates receive formative and summative feedback during the internship regarding their growth and performance. Finally, the internship represents an all-important exit point in the program. The internship serves as the final check of both student quality and program effectiveness. When the initial licensure program is successfully completed, candidates will have met requirements toward receiving a South Carolina teaching license.

2.2 Professional ethics and decision-making

The Spadoni College emphasizes professional ethics and responsibilities in all programs. The program addresses the following principles: Principle I: Responsibility to the Profession; Principle II: Responsibility for Professional Competence; Principal III: Responsibility to Students; Principle IV: Responsibility to the School Community; and Principal V: Ethics of the Use of Technology. The program faculty teach these standards throughout the coursework and internship. Professionalism and professional behavior are reviewed and tracked through the instruments described below.

The Assessment of Candidate Dispositions used in the methods coursework and internship. It defines professional expectations of a teacher and monitors if candidates are behaving professionally, making sound decisions in ethical behavior that could impact themselves or the school community. It evaluates their ability to maintain culturally responsive methods and avoid exclusionary methods. It examines how the candidates interact with students, fellow teachers, parents, and community. It requires candidates to critically analyze their content and accept constructive criticism. In addition, it explores how to maintain confidentiality about students and communicate with and about students to colleagues and families. If at any time a behavior is seen that does not align with the disposition form, a Candidate Success Plan is created by faculty, and they monitor and coach the candidate so that they demonstrate professional behavior in the future.

The SCTS 4.0 has evaluation lines expressly addressing professionalism and how to grow as a professional. The last page of the instrument asks candidates to reflect on their professionalism and how they would like to grow in the future. It also asks faculty and cooperating teachers to evaluate the candidate's growth and development in their learning and learning goals, their ability to reflect on their practice, their community involvement, and their school responsibilities. In addition, rubric lines evaluate the use of technology in activities and assignments, asking faculty and cooperating teachers to evaluate the effective and appropriate use of technology. Lastly, the rubric allows faculty and cooperating teachers to evaluate the professional content knowledge and implementation of lessons. This instrument is used in the methods class to evaluate candidates in field experience placement and during the internship.

The Teacher Work Sample (TWS), which is used in the methods course and in the candidate internship semester, has candidates conduct long term planning, evaluate student growth, and reflect on their own performance as a teacher and what they think can be improved in their own instruction. The instrument allows faculty to evaluate and measure student growth across two semesters. The TWS is first used in the methods courses and then in the internship semester. It asks candidates to create a unit with pre and post assessment and an evaluation of student learning. This requires the candidates to share learning goals, planning, and use of technology. By implementing the TWS twice, program faculty can monitor growth across semesters. The focus of this instrument examines the responsibility to the profession by asking candidates to show what they plan to teach and how they plan to teach it. The responsibility to students is demonstrated through the requirement to measure student success in the unit, analyze individual, small group, and whole group data. The candidates are required to reflect and explain student success, lack of success, and changes to the instruction, curriculum, and/or environment to help all students succeed.

2.3 Initial program approval

The new program will gain State Board of Education approval prior to implementation, recruitment, and admission of candidates.

2.4 Continuing program recognition (modified/continuing programs only)

Not applicable

2.5 Verification of candidate program completion for educator certification

The EPP completes the verification of program completion for educator certification form for all candidates once they meet program completion requirements; this includes meeting state GPA guidelines, completion of all coursework, successful completion of all key assessments, successful completion of internship requirements, application for student teaching/teaching, and completion of state-required Praxis II and Principles of Learning and Teaching exams.

2.6 Annual reporting

The EPP completes both the CAEP Annual Report and the Title II report in accordance with accreditation and federal requirements; in addition, the EPP submits the Educator Preparation Provider Annual Report, the ADEPT Report, and SCDE Assurances form each year to the South Carolina Department of Education. Finally, each program submits an annual university report documenting candidate performance as it aligns to each program's student learning outcomes. All programs submit either state- or Specialized Professional Association (SPA) reports according to the deadlines set by CAEP.

2.7 Technology for the enhancement of PK–12 student learning

All candidates will complete a course in instructional technology: EDUC 204 Computer Technology and Instructional Media. EDUC 204 is a standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and candidate performance. Coursework focuses on the practical utilization and analysis of technology for teaching and learning. Course topics include instructional design, technology integration (apps, web tools, extensions, and hardware), digital citizenship, screen capture tutorial design, video production, assistive technologies, among others.

In addition to completing EDUC 204, the candidates' proficiency with technology will be assessed throughout the program. In the respective content methods courses the candidates prepare lesson plans and unit plans that incorporate technology. During the internship, the candidates must teach lessons that utilize a variety of instructional technologies. The candidates' ability to use technology during instruction is assessed using Specialized Professional Association (SPA) teaching evaluations specific to the content area, the SCTS 4.0 Rubric, and the Teacher Work Sample (TWS).

IV. National accreditor and SPA Standards, and assessments

A. A current accreditation approval letter from the Specialized Professional Association (e.g., NASM, NASAD, etc.):

CAEP Accreditation
FA 2019

B. Program report
B1. Context

The Dean of the Spadoni College of Education and Social Sciences is responsible for all institutional policies for the College. The Dean works with the faculty and other academic administrators within the College to ensure the quality of the academic program and the alignment with ACTFL and state standards. The College's organization and governance structure assures the integrity and quality of academic programming.

South Carolina State Laws and Regulations include the following: (1) Educator preparation units offering initial licensure programs must develop and implement a plan that integrates the South Carolina Teaching Standards (SCTS) 4.0 performance standards throughout candidates' coursework, field experiences, and clinical practice. The unit must provide evidence that all candidates recommended for certification meet their respective SCTS 4.0 competencies, (2) Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK-12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK-12 academic courses, (3) Educator preparation units must provide candidates with specific written information regarding the state Standards of Conduct (SC Code Ann. §§ 59-25-160, 59-25-530, 63-17-1060) required of South Carolina educators for initial certification, (4) Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools, (5) Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK-12 Academic Curriculum Standards in the area in which they seek to be certified, (6) Educator preparation programs must ensure that candidates meet minimum admission requirements at the initial and advanced levels.

At the initial undergraduate level, candidates must present acceptable scores on Praxis Core exams, 60 hours of college-level work, a minimum cumulative grade point average (GPA) of 2.75 or higher to be admitted to candidacy, and a statement of disclosure concerning all prior convictions to include felonies and misdemeanors, (7) Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100

hours of field experience prior to clinical practice (internship) at the initial undergraduate level. (8) Teacher candidates in the secondary education programs complete a 6-credit hour course sequence in literacy to fulfill the state's Read to Succeed requirements. This includes a school-based practicum experience which may be included in the program's total practicum hours.

The Spanish Language education program at Coastal Carolina University will provide a sequence of field-based experiences in which candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Teacher candidates advance through three field experiences, each requiring them to assume greater responsibility in the classroom before the internship semester. Field experiences are designed to engage candidates in a variety of school settings, including those with high and low levels of diversity, those with high and low levels of SES, and more rural and urban settings.

Course	Placement	Minimum Required Hours
EDUC 110/111	Public school classroom	12 hours
EDSC 410	Public school classroom	50 hours
LIS 312	Public school classroom	50 hours
EDSC 490	Public secondary Spanish classroom	60 days with 35 days full time teaching responsibility

Field Experience I - EDUC 110/111 (12 hours)
Candidates spend twelve hours in a secondary Spanish classroom in a county serving a high majority of low socioeconomic students. The candidates observe and may work with an individual child or small group at the request of the teacher. Candidates then write a reflection paper responding to the following guiding questions.
 ◊ What group/program are you most interested in teaching (certification level, specialization)?
 ◊ What characteristics do you, as an effective teacher, need to possess? Why?
 ◊ Identify a philosophy that would align with what should be the role of the classroom teacher.
 ◊ How do students in the age range that you want to teach learn best? What theory did you base this on?

Field Experience II – EDSC 410 (50 hours)
Teacher candidates have opportunities to apply knowledge and skills in authentic situations. The major emphasis is developing observational skills, appropriate interactions with adolescents, and working with individual or small groups of adolescents.

In the Field Experience II, candidates are observed a minimum of once by the university supervisor, and once by the cooperating teacher, using the SCTS 4.0 Environment Domain indicators. Additionally, candidates are assessed using the Assessment of Candidate Dispositions. Finally, candidates complete the Unit Plan (Key Assessment 6) during this course.

Field Experience III – LIS 312 (50 hours)

Teacher candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to assume a greater responsibility as the classroom's instructional leader through the development and implementation of a week-long standards-based unit during which they assume control of the classroom for that subject area. Candidates demonstrate their ability to design instruction and assessment based on knowledge of contextual factors, assess, and analyze student achievement, and reflect on their teaching to improve instruction for students and their own professional growth. Also, candidates may engage in individual and small group instruction and develop classroom management skills.

In the Field Experience III, candidates are observed a minimum of once by the university supervisor, and twice by the cooperating teacher using the SCTS 4.0 Environment, Instruction, and Planning Domain indicators. Additionally, candidates are assessed using the Assessment of Candidate Dispositions. Candidates also complete the SCOE Lesson Plan Key Assessment.

Internship – EDSC 490 (60 days, 450+ hours)
Supervised teaching experience in a public secondary Spanish classroom. The final clinical field-based experience (the internship) is the capstone of our Professional Program in Teacher Education. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns can explore, investigate, grow, and develop through the internship.

Interns are expected to demonstrate proficiency in selected Performance Dimensions in addition to all the Professional Behaviors and Dispositions. Interns must apply their knowledge of learners and learning in the classroom by working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

◊ design sequential objectives and strategies based on state and local standards,
◊ analyze their own teaching methods in comparison with student achievement to ensure that standards are met,
◊ plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
◊ assume the role of a professional educator, working productively with their mentors.

In the internship semester, the candidate has at least four formative observations (two by the University Supervisor and two by the cooperating teacher) and four summative observations (two by the University Supervisor and two by the cooperating teacher) using the SCTS 4.0 Rubric. They are also scored on the Assessment of Candidate Dispositions. The candidate completes the Teacher Work Sample (Key Assessment 5, attached) during the internship semester and discipline-specific key assessments (attached as Key Assessment 4). Finally, the internship represents an all-important exit point in the program. Interns may not finish the internship, or complete their programs of study, without demonstrating competence as defined in this document; therefore, the internship serves as the final check of both candidate quality and program effectiveness.

Assurances of High-Quality Field Experience:

The secondary education faculty work from a well-planned, collaborative research agenda that builds on and extends themes related to high quality field experiences. The faculty work closely with the Clinical Experiences Placement Coordinator to place the candidates with high quality classroom teachers that will work closely and collaboratively with our teacher candidates. We use a strict vetting process when hiring University Supervisors, who are trained as ADEPT evaluators, to evaluate our teacher candidates. Our faculty have also worked closely to create a clear consensus about what high-quality field experiences look like and how that plays into a high-quality program.

B2, 4. LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards (ACTFL, 2013).[15] All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

All assessment documents (rubrics, descriptions, standard alignments are hyperlinked below).

Type and Number of Assessment	Name of Assessment (10)	Type of Form of Assessment (11)	When the Assessment if Administered (12)
Assessment #1: Content Knowledge – Licensure Tests (13) (required)	Spanish: World Language: Praxis #5195	State Licensure test	Prior to graduation
Assessment #2: Content Knowledge – an assessment of general content knowledge in discipline to be taught, GPA and Content Analysis Form (required)	Content Analysis	Grade Analysis	By Internship semester
Assessment #3: Pedagogical and Professional Knowledge and Skills– Planning instruction and assessment (required)	Teacher Work Sample Sections 1-3, 5	Semester long project	Internship semester
Assessment #4: Pedagogical and Professional Knowledge and Skills– Student Teaching Assessment with Legal/Safety/Ethical Issues (required)	Internship Summative Evaluation	Summative Rubric	Internship semester
Assessment #5: Effects on Student Learning (required	Teacher Work Sample Section 4	Semester long project	Internship semester
Assessment #6: Pedagogical and Professional Knowledge and Skills (required)	ACTFL Oral Proficiency Interview (OPI)	Semester long project	Senior 1 Semester (semester prior to internship)

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[15] https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/spanish

B3 - RELATIONSHIP OF ASSESSMENTS TO STANDARDS

For each ACTFL standard (ACTFL, 2013) on the chart below, identify the assessment(s) in Section II that address the standard by placing one "X" in the corresponding box. One assessment may apply to multiple standards.

American Council on the Teaching of Foreign Languages Standards (ACTFL, 2013)	Assessments					
	#1	#2	#3	#4	#5	#6
ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational. Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish). Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low".	X					X
ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.		X	X	X		
ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.			X	X	X	
ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning. Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language.				X	X	

Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.						
ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.				X	X	

B5. Planned use of assessment results to improve candidate and program performance

The Spanish Language education program will analyze data each semester to assess student performance and needed changes for coursework. Data from the Praxis I exam (Assessment 1), the Oral Proficiency Interview (Assessment 6), and the content analysis (Assessment 2) allow faculty to identify areas of content strength and weakness in candidates' speaking and content knowledge; this information allows faculty to determine which areas to focus on in the methods course and to watch while observing candidates during their teaching. Areas on the Praxis II with lower sub scores, and content areas with lower GPAs, indicate to faculty that the candidates may need more support in these areas.

Data from Assessments 3 and Assessment 5 (Teacher Work Sample) will provide the faculty with opportunities to review candidates' performance as it relates to pedagogical practices, assessment, and planning, as well as content knowledge. Because many of these assessments occur in the semester prior to internship or during internship, they allow faculty to assess candidates' development as professionals and their readiness to enter the classroom. If a candidate is not performing at the expected levels on these key assessments, faculty can intervene and work with them to provide additional support, so they may improve their practices. Additionally, examining the data enables faculty to identify areas of strength and weakness across each program, so that they can adjust their instruction to better meet candidate needs.

Finally, Assessment 4 (Internship Assessment Portfolio) provides a final look at candidate performance. At the beginning of the final internship, candidates are formatively assessed using these tools. The summative instruments allow both the candidate and faculty to see their growth as an educator after completing 35 days of full-time instruction. Additionally, the data allow the faculty to determine areas where further support must be provided to all candidates in the future.

Because some of the key assessments are used across the EPP (e.g., Praxis II scores, Teacher Work Sample), faculty can look at trends in data and to disaggregate data not only by content area of focus, but also by candidate demographics (specifically, gender, race/ethnicity, and Pell status, sample size permitting). Looking at these data allows faculty to assess their own practices and ensure they are using

equal scoring approaches across diverse student populations. This work is further supported by the faculty's yearly interrater reliability training on EPP-wide key assessments, such as the Teacher Work Sample. Analyzing subgroup data and engaging in yearly training to reflect on their own practices, enables opportunities to ensure that faculty are scoring work appropriately for all candidates.

Appendix C: Statement of Intent for BA in Spanish Language Education

Statement of Intent
Spanish Ed