

New Program Proposal
Bachelor of Arts in English Education
Coastal Carolina University

Summary

Coastal Carolina University (CCU) proposes a new Bachelor of Arts in English 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 English 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 provide a 4-year alternative to CCU students, by providing an English Education degree complete with initial licensure credentials in 4 years as compared to the previous requirement of a five-year combined English degree and Master of Arts in Teaching (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%)
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Similar Programs in South Carolina – Public and Private Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
English secondary education	126	Winthrop University	Bachelor's in English Education (secondary)	30 hours English courses, in addition to the core English curriculum of 12 semester hours; no Education curriculum.
Teacher Education	125	The Citadel	Leads to secondary ed credential.	Bachelors in Science/No English focus.
Teaching Education - English	123	Clemson University	Secondary English focus	English only curriculum with certification following.
Secondary Education	130	College of Charleston	Teacher Education (9-12)	Secondary Education Cognate only with 36 hours English curriculum.
Secondary Education - English	122	Francis Marion University	English Education focus	Less curricular hours in English specialization
English Education	128	South Carolina State University	English Education focus	39 hours in English; 9 required Education courses
English Education	126	USC-Aiken	English Education focus	Limited English curriculum comparatively; 10 required Education courses
English Education	126-142	Clafin University	Comprehensive major courses	English courses drawn from general lists. Pedagogically focused.
Teacher Certification	115	Columbia College	Similar education sequence	Separate certification in English — series of 8 major courses for certification

Teacher Preparation	133	Converse College	Certification in English	Praxis based throughout
English w/ Teacher Certification	130-140	Lander University	Some integrated English major courses	Limited English requirements
Teacher Education	126	Limestone University	Comprehensive Education courses	Certification/praxis for English/pretest required
Teacher Education	132-140	Newberry College	Major courses (concentration only) structured as period literary courses	English concentration, no English major; required 3.0 GPA
English-Secondary Education minor	136	Presbyterian College	Comprehensive English major courses	No integrated English/Education degree
Teacher Preparation	126	USC-Beaufort	Comprehensive English major courses	English degree with separate licensure

Enrollment Projections

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
	Total	Total	Total
2023-2024	15	28	0
2024-2025	40	51	0
2025-2026	60	69	0
2026-2027	77	84	0
2027-2028	84	84	0

The table is based on enrollment of 15 new students each fall and 15 new students each spring. 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	
Middle School Teachers	707	11% (Annually)	606,500	4% (2021-2031)	SC Works Online ¹ ; US Bureau of Labor Statistics ²
High School Teachers	84 ³	3.6% (2018-2028) ⁴	1,058,300	5% (2021-2031)	SC Works Online ⁶ ; US Bureau of Labor Statistics

¹ <https://jobs.scworks.org/vosnet/jobbanks/>

² 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.

³ <https://www.sciway.net/jobs/k12district.html>. Last accessed 1/17/23

⁴ For all Secondary Ed teachers, except special & career/technical education; <https://www.edeps.org/SelectOccUA.aspx?st=SC>

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 English:	09/07/2022	Faculty Senate:	12/7/2022
Board of Trustees:	10/14/2022	Provost:	12/16/2022
College Curriculum Comm.:	10/4/2022	President:	12/19/2022
Academic Affairs:	11/9/2022		

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

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

Bachelor of Arts in English Education

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

Proposed Date of Implementation: FALL 2024

Code: 13.1305

Delivery Site(s): 51001

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> 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):

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Coastal Carolina University
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jboyle@coastal.edu

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Background Information

The purpose of the BA in English Education (EED) is to attract students who want to earn a four-year degree that provides them with the content and credentials necessary to become English educators at the secondary level. The degree program requires students to complete core courses, foundational English courses, and upper-level courses in education and English studies. The EED 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 English, literature, rhetoric, composition, and literary theory, and a significant depth of training in the content 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 EED 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 English 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 currently has an established reputation of producing highly qualified English teachers through the five-year combined English degree and Master of Arts in Teaching (MAT) program, with 33 graduates in the last 5 years, most of whom were CCU undergraduate students. This program seeks to provide a 4-year alternative to CCU students, by providing an excellent English Education degree complete with initial licensure credentials in 4 years, with teachers ready to serve the region and the state a full year sooner. We expect that the market for this degree will be the CCU undergrads that would have gone into the MAT program. Based on this there will be demand for the

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 1-22-2023.

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 1-22-2023.

³ Coastal Carolina University Strategic Plan. <https://www.coastal.edu/aboutccu/leadership/strategicplan/thestrategicplan2016-2021/goalsandobjectivestosupportteachstrategy/> Accessed on 1-22-2023.

4-year degree program leading to teaching certification.

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, but especially in South Carolina. Consequently, the EED provides 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 to the CAAL’s request to demonstrate the viability and necessity of the program considering the pandemic’s impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table shows the program's financial viability. 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.

Transfer and Articulation

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

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 1-22-2023.

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 1-22-2023.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Middle School Teachers	707	11% (Annually)	606,500	4% (2021-2031)	SC Works Online ⁶ ; US Bureau of Labor Statistics ⁷
High School Teachers	84 ⁸	3.6% (2018-2028) ⁹	1,058,300	5% (2021-2031)	SC Works Online ⁶ ; US Bureau of Labor Statistics

There are several significant indications that there is and will remain high demand for the EED program at Coastal Carolina University. The first is the high number of students who have historically matriculated into the MAT program upon completion of their degree in English. According to the South Carolina Commission on Higher Education (SCCHE), in the past four years, the number of all students who earned master’s degrees in education in the state has dropped by a total of 3%, making the opportunity for students to complete their initial licensure in only four years an even more pressing need.¹⁰ While the National Center for Educational Statistics (NCES) projects that the number of all teachers will increase nationally between 2021 and 2029 by almost 7%, it also projects that between 2015 and 2030 South Carolina will have an almost 15% increase in high school graduates, meaning that our state demand for high school teachers will also only continue to increase throughout the rest of the decade.¹¹ Therefore, it is critical that we create a more viable path for incoming students to earn a EED degree to help alleviate the growing teacher shortage and produce highly qualified teachers in only four years.

Supporting Evidence of Anticipated Employment Opportunities

The South Carolina Department of Education (SCDE) has identified the percentage of full-time teaching

⁶ <https://jobs.scworks.org/vosnet/jobbanks/>

⁷ 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.

⁸ <https://www.sciway.net/jobs/k12district.html>. Last accessed 1/17/23

⁹ For all Secondary Ed teachers, except special & career/technical education; <https://www.edeps.org/SelectOccUA.aspx?st=SC>

¹⁰ South Carolina Commission on Higher Education. Statistical Abstract 2017. <https://dc.statelibrary.sc.gov/handle/10827/26928> Accessed on 4-03-2022; South Carolina Commission on Higher Education. Statistical Abstract 2021. https://che.sc.gov/sites/che/files/Documents/News/Data%20Center/2021_Statistical_Abstract-Final-Web.pdf Accessed on 1-22-2023.

¹¹ National Center for Educational Statistics. Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall 1955 through fall 2029; National Center for Educational Statistics. Table 219.20. Public high school graduates, by region, state, and jurisdiction: Selected years, 1980-81 through 2029-30. https://nces.ed.gov/programs/digest/d20/tables/dt20_219.20.asp Accessed on 1-22-23 2022.

positions in the 2020-21 academic year that are vacant or filled by individuals who are not fully certified in their subject area, identifying them as “Critical Subject Need Areas.” According to the SCDE, 25.75% of secondary English studies and 32.14% of literacy positions are either vacant or filled by individuals who are not fully certified to be in these positions, putting secondary English teachers among the most needed positions among all Critical Subject Need Areas.¹² Also, according to South Carolina Student Loan, Secondary English Studies 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.¹³ For the 2021-22 academic year, CERRA reported English Studies teachers as ranking among the highest number of vacant teaching positions in SC public school districts.¹⁴

According to the US Bureau of Labor Statistics, the projected number for job growth in education is 5% nationally between now and 2031, a number that is much higher at the state and local level for SC because the projected growth in population of school-age students outpaces that of most states in the nation.¹⁵ The SCDE has identified which high schools throughout the state constitute “Critical Need Areas” for teachers, and more than 50% of all public high schools (including charter) in the state qualify as Critical Need Areas. The Center for Educator Recruitment, Retention & Advancement’s (CERRA) 2021-22 Annual Educator Supply and Demand Report shows a record number of educator vacancies this year with districts reporting a 45% increase in the number of vacant positions.¹⁶ As of February, CERRA reports, “In February 2022, 74 of 79 SC public school districts reported an additional 977 teacher departures since completing their survey in September or October 2021. These districts also reported 1,121 teacher positions that are currently vacant for the 2021-22 school year.”¹⁷ The Grand Strand and Pee Dee school districts faced significant teacher shortages with 200-250 vacancies for the coming year.¹⁸ As of January 2023 in Florence, Williamsburg, Marion, Horry, and Georgetown counties alone, there are currently a total of 11 vacancies in English or language arts.¹⁹ Statewide, 84 vacancies are advertised.²⁰

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
	Total	Total	Total

¹² 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 1-22-23.

¹³ South Carolina Teachers Loan Program. <https://www.scstudentloan.org/current-borrowers/teacher-forgiveness/critical-subject-areas>. Accessed on 1-22-2023.

¹⁴ 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 1-22-2023.

¹⁵ 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> Accessed on 1-22-2023.

¹⁶ The Center for Educator Recruitment, Retention, & Advancement (CERRA). CERRA 2021-22 Annual Educator Supply and Demand Report. <https://www.cerra.org/supply-and-demand.html> Accessed 1-22-23.

¹⁷ The Center for Educator Recruitment, Retention, & Advancement (CERRA). February 2022: Supply & Demand Update. https://www.cerra.org/uploads/1/7/6/8/17684955/supply_demand_white_paper_2022-23.pdf Accessed on 1-22-23.

¹⁸ WPDE News, <https://wpde.com/news/local/grand-strand-pee-dee-school-districts-teacher-shortages-horrymarlboro-florence-marion-south-carolina-march-2-2022>. Accessed 1-22-23.

¹⁹ South Carolina’s Information Highway. <https://www.sciway.net/>. Last accessed on 1-13-2023.

²⁰ <https://jobs.scworks.org/>; Last accessed 1/17/2023.

2023-2024	15	28	0
2024-2025	40	51	0
2025-2026	60	69	0
2026-2027	77	84	0
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The table is based on enrollment of 15 new students each fall and 15 new students each spring. 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

New Courses

This program requires no new courses.

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

CURRICULUM

Bachelor of Arts in English Education:

English Education major (120 credits)	
I. CORE CURRICULUM	25–29
II. GRADUATION REQUIREMENTS (3-6 credits)	3-6
UNIV 110 The First-Year Experience	0-3
HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction or POLI 201 Introduction to American Government [†]	3
III. ENGLISH STUDIES CORE REQUIREMENTS (21 Credit Hours)	21
*ENGL 101 Composition AND ENGL 102 Composition	8
*ENGL 231 Film, New Media, and Culture	3
ENGL 459 Advanced Composition and Rhetoric	3
ENGL 483 Literary Theory	3
Choose one: ENGL 350 Language Variation; ENGL 451 Intro. Study of Language and Modern Grammar	3
IV. Education Certification Requirements (42 credits)	42
EDUC 111 Exploring Teaching as a Profession	3
EDSP 200 Q* Foundations of Special Education (3 credits)	3
EDUC 204 Q* Computer Technology & Instruction Media	3
EDSC 308 Foundations in Literacy	3
EDSC 446 Foundations of Secondary Education	3
EDSC 400 Assessment and Action Research	3
EDSC 410 Secondary Adolescent Development and Management	3
EDSC 415 Teaching in Diverse Classroom Settings	3
EDSC 418 Reading and Writing in the Content Areas	3
EDML 489 Methods for Teaching Language Arts at the Middle and Secondary Level	3
EDSC 480 Internship Seminar	3
EDSC 490 Internship (for students passing all required portals)	9
V. ENGLISH REQUIREMENTS (30 credits)	27-30
Choose one of the following: ENGL 290; ENGL 201*; ENGL 211; ENGL 301	3
Choose two of the following: ENGL 457; ENGL 391; ENGL 393; ENGL 351; ENGL 352	6

Choose two of the following: ENGL 305; ENGL 306; ENGL 332; ENGL 323; ENGL 341	6
Choose two of the following: ENGL 303; ENGL 304; ENGL 334; ENGL 311	6
Choose two of the following: ENGL 277*; ENGL 335; ENGL 371; ENGL 377	6
ENGL 484 Children's Literature	3
Electives	0-5

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 also meet core curriculum requirements for all students. Credits will only be counted once towards the degree.

Total Credit Hours Required: 120 credits. The complete program catalog description, including the Core Curriculum, is found in Appendix A.

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Core ENGL 101	3	Core ENGL 102	3	Core	3
Core	3	EDUC 111	3		
UNIV 110 E	3	ENGL 201/211/390/301	3		
HIST 201 or POLI 201*	3	ENGL 305/332/341	3		
Core	3	ENGL 231	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	3
Year 2					
Fall		Spring		Summer	
Core	3	EDSC 308	3	Core	3
Core	3	ENGL 350/451	3		
EDUC 200	3	EDUC 204	3		
ENGL 303/311/334	3	ENGL 304/311/334	3		
Core	3	ENGL 351/352/391/393/457	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	3

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
ENGL 335/371/377	3	EDSC 400	3	ENGL 277	3
ENGL 459	3	ENGL 485	3		
EDSC 446	3	EDSC 410	3		
Foreign Language Core	5	ENGL 306/332/341	3		
		EDSP 200	3		
Total Semester Hours	14	Total Semester Hours	15	Total Semester Hours	3
Year 4					
Fall		Spring		Summer	
ENGL 483	3	EDUC 490	3		
EDSC 418	3	EDSC 480	9		
ENGL 351/352/391/393/457	3				
EDSC 415	3				
EDML 489	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

***REACH Act Compliance:** As a graduation requirement, all students in this program 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. 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
English secondary education	126	Winthrop University	Bachelor's in English Education (secondary)	30 hours English courses, in addition to the core English curriculum of 12 semester hours; no Education curriculum.
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English 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.)
Professor, Full time	ENGL231; 483	Ph.D. English, University of California, Irvine	N/A
Professor, Full time	ENGL231; 483	Ph.D. University of Massachusetts Amherst, Composition and Rhetoric	N/A
Professor, Full time	ENGL 201Q; 301Q	Ph.D. University of South Carolina, English Literature	N/A
Professor, Full time	ENGL 201Q; 301Q	M.F.A. Syracuse University, Creative Writing	N/A
Professor, Full time	ENGL 201Q; 301Q	M.F.A. Ohio State University, Creative Writing	N/A
Assistant Professor, Full time	ENGL 231	Ph.D. University of California Riverside, English	N/A
Assistant Professor, Full time	ENGL 351; 451; 352	Ph.D. University of Texas, Arlington, Linguistics	N/A
Professor, Full time	ENGL 351; 451; 352	Ph.D. Michigan State University, Linguistics	N/A

Professor, Full time	ENGL 277; 335; 371	Ph.D. Brandeis University, English	N/A
Assistant Professor, Full time	ENGL 341; ENGL 332; 334	Ph.D. West Virginia University, African American Literature	N/A
Associate Professor, Full time	ENGL 334; 303; 304	Ph.D. The Ohio State University, English	N/A
Professor, Full time	ENGL 277; 335; 371	Ph.D. University of Wisconsin, Madison, Languages and Cultures	N/A
Professor, Full time	ENGL 311	Ph.D. Loyola University, English literature	N/A
Associate Professor, Full time	ENGL 334; 303; 304	Ph.D. University of Pennsylvania, English literature	N/A
Associate Professor, Full time	ENGL 459; 483	Ph.D. University of South Carolina, Composition and Rhetoric	N/A
Associate Professor, Full time	ENGL 459; 483	Ph.D. University of Massachusetts Amherst, Composition and Rhetoric	N/A
Senior Lecturer, Full-time	ENGL 485	Ph.D. University of Alabama	N/A
Associate Professor, Full Time	Literacy, English Methods, and Diversity.	Ph.D. The University of North Carolina Greensboro, Teacher Education	N/A

		and Development	
Professor (Full Time)	Foundations of Secondary Education, Assessment & Action Research	Ph.D. (Curriculum and Instruction, Science Education, Indiana University, Bloomington, IN, College of Education); Ed.M. (Secondary Science Education, University of West Florida); M.S. (Department of Zoology and Wildlife Science, Auburn University)	Research and teaching experience, scholarly publications, and presentations
Professor (Full Time)	Principles and Methods of Teaching Social Studies, Teaching in Diverse Classroom Settings	Ph.D. (Curriculum & Instruction from Indiana University, Bloomington with a specialization in Social Studies Education); M.A. (Secondary Education from University of North Florida with a specialization in Curriculum and Instruction)	Former Florida social studies teacher, FL teacher certification
Associate Professor (Full Time)	Literacy, English Methods, and Diversity.	Ph.D. (Teacher Education and Development (with an additional certification in supervision), The University of North Carolina Greensboro)	Reading, with the certification of Reading Specialist "G" K-12 licensure. The University of North Carolina Greensboro (1997 – 1999). English with certificate in Education grades 9 - 12, The University of North Carolina Greensboro Received an "A" licensure in teaching English at the secondary level (1994 –1996) SC License in English, Reading. NC license in the same areas. 23 years in education.

Total FTE needed to support the proposed program: .86

Faculty: .59

Staff: .14

Administration: .13

Faculty, Staff, and Administrative Personnel

This program is housed in the Department of English, which is responsible for core curriculum oversight, English content oversight, and university assessment, all of which the department already does for the BA in English. 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. Student advising is transitioning to a centralized model, and advising loads for professional advisers are determined being 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. While we do not anticipate the need for any new faculty during the first couple of years, there may be a need, dependent on enrollment, for a new faculty position by year 3. While most upper division English classes have the capacity to accommodate additional students at this time, of particular concern is the required area of British and American Literature. These classes run closest to maximum capacity, and the additional enrollment of 60 students in year three as predicted may trigger the need for additional sections, and a new faculty line. However, the additional enrollment will more than cover the additional cost associated with this new hire.

Resources

Library and Learning Resources

Kimbel Library holds about 1.1 million items in all formats, including over 375,000 eBooks provided by PASCAL, a statewide consortium. The library subscribes to about 230,000 periodicals, including magazines, newspapers, scholarly journals, and proceedings in print and online formats. The library provides access to its print holdings, 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 English and Education departments have 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 English and education were identified for this program. Kimbel Library currently has access to more than 780 eBook or print titles with English education as a subject and over 71,000 relevant titles with English, English education, or secondary education as a primary subject.

Audiovisual

The library provides access to streaming videos in support of the English education curriculum, and currently has access to more than 60 English education films.

Serials and Subscriptions

Kimbel Library currently provides access to over 4700 journals pertaining to English (some of which have occasional features on educational topics), and the following specific to English education:

- English Journal
- English Teacher
- Journal of American English
- Journal of Reading Education
- Journal of Research in Reading
- Language Arts
- Pedagogy

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

- Academic Search Complete
- Brill Online Journals
- Education Full Text
- Education Source
- ERIC
- English Reference Center
- Humanities Source
- JSTOR
- MLA International Bibliography
- Professional Development Collection
- Project Muse
- Praxis II test preparation databases:
- LearningExpress Library
- Mometrix

Student Support Services

Advising

Advisers currently working within the College of Humanities and Fine Arts and Department of English 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. English professors have regularly hold office hours to ensure additional student support outside of the classroom, meaning no additional costs are needed for this purpose.

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 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 to facilitate students enrolling in this major. The Department of English is currently housed in the Edwards Building on Coastal Carolina University's campus. There are two floors of classrooms on the first and second floors of the building that can be used for coursework. The existing classrooms on campus are more than adequate for handling the increased demand for space.

Equipment

Current equipment is adequate for the initial cohort of students. The program assumes that computers and associated software (that already exist) will be replaced according to the university's current schedule for updating technology, meaning there should be no new costs associated with the program for equipment.

Impact on Existing Programs

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

Yes

No

The implementation of the BA in English 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. As a result, students will graduate with less student loan debt and will be prepared to enter the classroom as fully certified teachers a year sooner than previously possible through the MAT program. Also, students who desire a graduate degree in education will be well prepared to enter a variety of graduate programs in English, rhetoric and composition, or education if they so choose. Additionally, the creation of this program will also help increase enrollment in the Department of English, providing a richer and more diverse classroom experience for students in the English and MAW degrees and English Education program.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$409,857	\$409,857	\$895,830	\$895,830	\$1,299,551	\$1,299,551	\$1,656,928	\$1,656,928	\$1,774,570	\$1,774,570	\$6,036,736	\$6,036,736
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$409,857	\$409,857	\$895,830	\$895,830	\$1,299,551	\$1,299,551	\$1,656,928	\$1,656,928	\$1,774,570	\$1,774,570	\$6,036,736	\$6,036,736

Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries		\$70,452		\$128,176	\$16,250	\$192,464	\$16,575	\$235,374	\$16,907	\$248,797	\$49,732	\$875,263
Facilities, Equipment, Supplies, and Materials											\$0	\$0
Library Resources											\$0	\$0
Other (specify)											\$0	\$0
Total		\$70,452		\$128,176	\$16,250	\$192,464	\$16,575	\$235,374	\$16,907	\$248,797	\$49,732	\$875,263
Net Total (Sources of Financing Minus Estimated Costs)	\$409,857	\$339,405	\$895,830	\$767,654	\$1,283,301	\$1,107,087	\$1,640,353	\$1,421,554	\$1,757,663	\$1,525,773	\$5,987,004	\$5,161,473

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. 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 (\$6,036,736 for the period) is calculated minus total direct expenses (\$875,263 for the period) divided by total induced revenue (\$6,036,736 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 85.50% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Goal One: Demonstrate principles of English curriculum through effective writing and work with literary and critical theories of literature.	1.1 Students will produce writing that demonstrates critical understanding of literary texts and principles of critical revision.	Required English Core Curriculum: ENGL 483; ENGL 459. Department issued theory and Criticism Exam during Capstone experience.
CIP Goal Two: Integrate technology to enhance students’ teaching, learning and professional productivity.	2.1 Students will demonstrate proficiency in using digital platforms in producing and presenting on English assignments	Mastery in Capstone experience of a digital portfolio system and presentation at Capstone symposium of related assignment, scored by department rubric. Required English Core Curriculum ENGL 231.

<p>Goal Three: Graduates will demonstrate proficiency in education pedagogy and apply it to effectively deliver English content to secondary students.</p>	<p>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.</p>	<p>PRAXIS II Exam</p>
	<p>3.2 Candidates will pass with a minimum grade of 'C' courses covering their content disciplines either during their undergraduate program.</p>	<p>Transcript Analysis: 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</p>
	<p>3.3 Candidates will create a discipline-specific lesson plan during their methods class.</p>	<p>SCOE Lesson Plan Rubric: 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 NCTE SPA Content Requirements.</p>
	<p>4.34 Candidates will create a Literacy lesson plan and Young Adult Literature assignment during their methods class.</p>	<p>Lesson Plan Rubric: The Literature Lesson Plan rubric and the Young Adult Literature assignments are aligned with current NCTE SPA Content Requirements. Candidates must earn a score of Proficient or higher on the rubric.</p>
<p>Goal Four: Graduates will integrate knowledge of English content and education pedagogy and practices to effectively communicate content to secondary students.</p>	<p>4.1 Candidates will earn a score of proficient or higher on all components of the summative internship evaluation, including the discipline-specific evaluation, the Conceptual Framework Rubric, and the South Carolina ADEPT 4.0 rubric.</p>	<p>Internship Summative Evaluations: Through clinical experiences and through student teaching, candidates are observed using the rubric. Candidates must earn a score of Proficient or higher on all three components of the summative internship evaluation.</p>

	4.2 Candidates will earn a score of proficient or higher on the Teacher Work Sample.	The Teacher Work Sample requires candidates to demonstrate their abilities to plan for, implement, and assess instruction.
Goal Five. Candidates will obtain the related English education licensure to teach grades 7-12.	5.1 Candidates will pass all required assessments to obtain the related English education licensure to teach grades 9-12.	<p>Candidates must earn a GPA of 2.75 or higher.</p> <p>Candidates must earn a score of Proficient or higher required key assessments for their program (Conceptual Framework Rubric, SCOE Lesson Plan, SCTS 4.0 Rubric, SPA-Specific Rubrics, Teacher Work Sample)</p> <p>Candidates must state requirements for the content specific Praxis II Exam and Principles of Learning and Teaching Exam to be recommended for licensure.</p> <p>Candidates must successfully complete internship requirements.</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Goal 3 objectives are assessed during the semester prior to internship and the internship semester. Successful completion of each assessment is required for program completion and 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 adjust instruction as appropriate. Note that assessment is further explained in Appendix B, pages 39-42.

Goal 4 objectives are assessed during the final internship semester, prior to graduation. Successful completion of each assessment is required for program completion and 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 adjust instruction as appropriate.

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 the applicable Praxis II content 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. Completers are also provided a survey one year after graduation to indicate their perceptions of their preparation program. This survey parallels the questions on the candidate exit survey, so that the EPP may monitor any changes in ratings.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)?

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.

Will the proposed program lead to licensure or certification?

Yes

No

Students will be licensed in secondary education (9-12) for English Education.

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. Prior to 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 English support candidates' content knowledge and prepare them for success on the PRAXIS II subject area exam currently required for licensure. 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 (over 450 hours of field work), 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)?

Yes

No

The program will seek NCTE approval using the National Council for Teachers of English standards. The institution will submit program plans to the South Carolina Department of Education (SCDE) with the CHE proposal. Once approved by CHE, the complete, approved proposal is sent to the SCDE. Then, it will go through SCDE internal review, external peer review, Professional Review Committee consideration, and SBE consideration. The process is expected to take approximately 24 months from state submission to program implementation.

Appendix A: Catalog Description BA in English Education

English Education, B.A.

The Bachelor of Arts in English Education (EED) provides students with the content and credentials necessary to become English educators at the secondary level. The BA in English 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 English courses, and upper-level courses in education and English studies. This program includes 1) a set of education foundation courses and clinical experiences providing the framework for teaching at the secondary level, and 2) a set of content area concentration courses in English studies. Students admitted to the program receive courses and experiential education training in parallel with content courses in composition; technical, digital and creative writing; and literary theory and history.

Students who complete the requirements for a degree in English Education will be able to do the following:

1. Demonstrate proficiency in education pedagogy and apply it to effectively deliver English content to high school students
2. Integrate knowledge of English and education pedagogy and practices to effectively communicate content to secondary students
3. Obtain the related English education licensure to teach grades 9-12.
4. Design and implement effective, meaningful, and developmentally responsive standards- based lessons for secondary education learners
5. Integrate technology to enhance their teaching, learning and professional productivity

Degree Requirements

Core Curriculum 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)

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

English Studies Core Requirements (9-12 credits)

*ENGL 101 Composition AND ENGL 102 Composition

*ENGL 231 Film, New Media, and Culture (3 credits)

ENGL 459 Advanced Composition and Rhetoric (3 credits)

ENGL 483 Theory of Literary Criticism (3 credits)

Choose one of the following:

ENGL 350 Language Variation in North America (3 credits)

ENGL 451 Introduction to the Study of Language and Modern Grammar (3 credits)

Education Certification Requirements (42 credits)

EDUC 111 Exploring Teaching as a Profession (3 credits)

EDUC 204 Q* Computer Technology & Instructional Media (3 credits)

EDSP 200 Q* Foundations of Special Education (3 credits)

EDSC 308 Foundations in Literacy (3 credits)

EDSC 400 Assessment and Action Research (3 credits)

EDSC 410 Secondary Adolescent Development and Management in the Classroom (3 credits)

EDSC 415 Teaching in Diverse Classroom Setting (3 credits)

EDSC 418 Reading and Writing in the Content Areas (3 credits)

EDSC 446 Foundations of Secondary Education (3 credits)

EDSC 480 Internship Seminar (3 credits)

EDML 489 Methods for Teaching English/Language Arts at the Middle and Secondary Level (3 credits)

EDSC 490 Internship (for students passing all required portals) (9 credits)

English Requirements (30 credits)

Choose one of the following:

ENGL 201 Q* Introduction to Creative Writing (3 credits)

ENGL 211 Introduction to Technical and Professional Writing (3 credits)

ENGL 290 Introduction to Business Communication (3 credits)

ENGL 301 Q* Forms of Creative Writing (3 credits)

Choose two of the following:

- ENGL 351 Language, Gender, and Power (3 credits)
- ENGL 352 African American English (3 credits)
- ENGL 391 Introduction to New Literacy Studies (3 credits)
- ENGL 393 Introduction to Rhetorical Theory (3 credits)
- ENGL 457 Form and Style in Writing (3 credits)

Choose two of the following:

- ENGL 305 American Literature I (3 credits)
- ENGL 306 American Literature II (3 credits)
- ENGL 332 Perspectives on American Literature and Culture (3 credits)
- ENGL 341 African-American Literature, 1750-present (3 credits)

Choose two of the following:

- ENGL 303 British Literature I (3 credits)
- ENGL 304 British Literature II (3 credits)
- ENGL 311 Topics in Shakespeare (3 credits)
- ENGL 334 Perspectives on British Literature and Culture (3 credits)

Choose two of the following:

- ENGL 277 Literature Across Cultures (3 credits)
- ENGL 335 Perspectives on World and Anglophone Literatures and Culture (3 credits)
- ENGL 371 Topics in World Literature: East/West Intersections (3 credits)
- ENGL 377 Special Topics in Middle Eastern and Diaspora Literatures

Complete the following:

- ENGL 484 Children's Literature (3 credits)

Elective Requirements

Electives (0-6 credits)

Total Credits (120+ credits)

*Courses in the core count only once toward the total university graduation credit hour requirements.

Appendix B: Required South Carolina Department of Education Documentation

South Carolina Department of Education New or Modified Program Proposal Requirements

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 English education program will undergo National Council of Teachers of English (NCTE) review using the 2021 Standards; per Council for the Accreditation of Educator Preparation (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 South Carolina Law Enforcement Division (SLED) background check. Candidates must show a clear record on this check. If a criminal record is revealed, results are considered individually to determine if 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 Federal Bureau Investigation (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 English 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 content method course. 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 their 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 and 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 them 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 students 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. Candidates' final exam in the course is a community mapping project that requires students 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 in connection 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 EDML 489); in addition, they are evaluated on their delivery of instruction utilizing these standards with the SCTS 4.0 Rubric. Candidates also complete the 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 his or her 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 his or her 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 candidate 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; Principle III: Responsibility to Students; Principle IV: Responsibility to the School Community; and Principle 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 students 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 students 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 technology use in activities and assignments, asking faculty and cooperating teachers to evaluate its effective and appropriate use. 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 students 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. 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



CAEP Letter of
Accreditation FA 19

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 NCTE/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 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 (student teaching) 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 English 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.

Table 1. Field Experience course, location, and total number of hours

Course	Placement	Minimum Required Hours
EDUC 110/111	Public school classroom	12 hours
EDSC 410	Public school classroom	50 hours
EDML 489	Public school classroom	50 hours
EDSC 490	Public secondary science 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 English 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 – EDML 489 (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 English 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 student 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 NCTE standards (NCTE, 2021). 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.

Table 2. Assessment name, type, and when administered

Type and Number of Assessment	Name of Assessment (10)	Type of Form of Assessment (11)	When the Assessment is Administered (12)
Assessment #1: Content Knowledge – Licensure Tests (13) (required)	MAT English: Praxis #5038 or Praxis #5039	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)	Literacy-Based Lesson Plan	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: Analysis of Student Learning	Semester long project	Internship semester
Assessment #6: Pedagogical and Professional Knowledge and Skills (required)	Young Adult Book Project	Semester long project	Senior 1 Semester (semester prior to internship)
Assessment #7: Pedagogical and Professional Knowledge and Skills (optional)	Teaching Philosophy	Semester long project	Senior 1 Semester (semester prior to internship)

B3 - RELATIONSHIP OF ASSESSMENTS TO STANDARDS

For each NCTE standard (NCTE, 2021) 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.

Table 3. Alignment between Assessments and the NCTE Standards

National Council of Teachers of English Standards (NCTE, 2021)	Assessments							
	#1	#2	#3	#4	#5	#6	#7	#8
<p>LEARNERS AND LEARNING IN ELA Standard 1: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/anti bias instruction to engage grade 7–12 learners in ELA.</p> <ul style="list-style-type: none"> • Component 1.1: Candidates gather and interpret comprehensive data on learners’ individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. • Component 1.2: Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners’ identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/anti bias instruction that critically engages all learners in ELA. • Component 1.3: Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media). 			X	X			X	
<p>ELA CONTENT KNOWLEDGE Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/anti bias ELA, pertaining to texts, composition, language, and languaging.</p> <ul style="list-style-type: none"> • Component 2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences. • Component 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media). • Component 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences. 	X	X	X	X		X	X	
<p>INSTRUCTIONAL PRACTICE: PLANNING FOR INSTRUCTION IN ELA Standard 3: Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/anti bias instruction and assessment.</p>			X	X		X		

<ul style="list-style-type: none"> ● Component 3.1: Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/anti bias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. ● Component 3.2: Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals. 							
<p>INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA Standard 4: Candidates implement planned coherent, relevant, standards-aligned, differentiated, and antiracist/anti bias ELA instruction and assessment to motivate and engage all learners.</p> <ul style="list-style-type: none"> ● Component 4.1: Candidates implement coherent, relevant, standards- aligned, differentiated and antiracist/anti bias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. ● Component 4.2: Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction. ● Component 4.3: Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback). 			X	X	X		
<p>PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS Standard 5: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.</p> <ul style="list-style-type: none"> ● Component 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA. ● Component 5.2: Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice. ● Component 5.3: Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. ● Component 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. 			X	X		X	X

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

The English education program will analyze data each semester to assess student performance and needed changes for coursework. Data from the Praxis I exam (Assessment 1) and the content analysis (Assessment 2) allow faculty to identify areas of content strength and weakness in candidates’ 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 (Literacy-based Lesson Plan), Assessment 5 (Teacher Work Sample) Assessment 6 (Young Adult Book Project), and Assessment 7 (Teaching Philosophy) 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 English Education



Statement of Intent
for English Ed BA