

New Program Proposal
Masters of Arts in Teaching Multilingual Learners
College of Charleston

Summary

The College of Charleston proposes to establish a Master of Arts in Teaching (M.A.T.) program in teaching Multilingual Learners (previously known as [Teaching English to Speakers of Other Languages, or ESOL](#)) in order to meet a critical need in the state of South Carolina.¹ This program is an initial teacher certification program aimed at preparing educators to teach multilingual learners in PK-12 public schools in South Carolina. The program emphasizes excellence through advanced coursework in the foundations of education, the fundamentals in developing proficiency in literacy and writing, educating diverse learners, implementing the best practices in second language acquisition, assessment, and setting curricular goals for the continued academic success of multilingual learners. The goal of the program is to prepare highly qualified educators to work with the growing population of multilingual and English learners in the state of South Carolina. Our graduates will be trained to work as Multilingual Learner Program Specialists (MLPS), a field previously referred to as ESOL, ESL, or EFL. They will be prepared to help multilingual learners be academically successful in PK-12 South Carolina public schools. The MAT-Multilingual Learners Program graduates will have advanced knowledge and extensive field experience, and mentorship from MLPS educators working in the field to help PK-12 student learners build English proficiency for academic success and college and career readiness. The proposed program fulfills the requirements to seek initial state teaching licensure in teaching Multilingual Learners. The proposed program will be delivered in a blended format and begin in the Fall of 2023.

CHE staff evaluated the program to ensure the program met Commission requirements before transmitting the proposal 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.

College of Charleston Undergraduate Student Data, Fall 2021

¹ Department of Education Title III memo, June 7, 2022: https://ed.sc.gov/newsroom/school-district-memoranda-archive/multilingual-learner-program-terminology/multilingual-learner-program-terminology-memo/?fbclid=IwAR2AOzBSIOGcJxs0pS9UWC2_rJOKnTUhwzayqA4jod4nUkjYMJ-OlcT_Df0

Undergraduate In-State/Out-of-State Enrollment, Fall 2021	5,468 (54.9) / 4,499 (45.1)
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Similar Programs in South Carolina – Public and Private Institutions

Program Name and Designation	Total Credit Hours	Institution	Key Similarities	Key Differences
M.Ed. in Languages (Multilingual Learners)	31	College of Charleston	Advanced coursework to educate multilingual learners Online	Does not lead to initial teaching licensure.
Literacy, M.Ed., ESOL	36	Clemson	Advanced coursework to educate multilingual learners Online Includes Read to Succeed requirements	Does not lead to initial teaching licensure.
M.Ed. in Teaching – English for Speakers of Other Languages (ESOL)	30	USC	Advanced coursework to educate multilingual learners Online	Does not lead to initial teaching licensure.
Master of Arts in Education, TESOL	36	Furman	Advanced coursework to educate multilingual learners	Does not lead to initial teaching licensure. Face-to-face modality

Enrollment Projections

Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024	N/A	25	25
2024-2025	25	50	50
2025-2026	65	65	65
2026-2027	65	65	65
2027-2028	65	65	65

Industry-related Occupational Wages and Projections in South Carolina, 2020-2030

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Multilingual Learner Program Specialist (previously known as ESOL educator)	862.32 in AY 21-22	Given the 765.1% growth in ML in SC, employment projections are expected to increase significantly throughout the state	Unavailable	Given the changing demographics in the US, ML learners are expected to be a growing demographic nationally and require certified MLPS to maximize parity and academic equity. Employment projections are expected to increase significantly throughout the country. Please see the full explanation below.	CERRA Supply and Demand Report

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

1. Executive Committee on Graduate Programs in Languages, approved by committee on 8/9/22
2. Department of Teacher Education, approved by Department vote on 8/19/22
3. Dean, School of Education, approved 8/23/22
4. Dean, Graduate School, approved 8/24/22
5. Office for Institutional Effectiveness (OIE) Review, Approved 8/29/22
6. Office of the Registrar, approved 9/2/22
7. Office of the Provost, approved 9/2/22
8. Graduate Education Committee, chair: Shawn Morrison, approved 9/9/2022
9. Faculty Budget Committee, chair: Robert Pitts, approved 9/19/22
10. Academic Planning Committee, chair: Thomas Spade, approved 9/23/22
11. Graduate Council, approved 9/23/22
12. Faculty Senate, approved 10/11/22

13. Board of Trustees, approved 10/20/22

NEW PROGRAM PROPOSAL FORM

Name of Institution: College of Charleston

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

Master of Arts in Teaching Multilingual Learners

(This program fulfills requirements to seek initial state teaching licensure in teaching Multilingual Learners - a field previously known as ESOL)

Program Designation:

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

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

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2023; initial cohort to begin Spring 2024

CIP Code: 13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor.

Site Code(s) (assigned by CHE) 85750

Delivery Site(s): Online coursework + in-person practicum and internship experiences will take place in South Carolina public schools

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education
<input type="checkbox"/> 100% online
<input checked="" 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) |
|--|---|

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

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

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12. Faculty Senate, approved 10/11/22
13. Board of Trustees, approved 10/20/22

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The College of Charleston proposes to establish a Master of Arts in Teaching (M.A.T.) program in teaching Multilingual Learners (previously known as [Teaching English to Speakers of Other Languages, or ESOL](#)) in order to meet a critical need in the state of South Carolina.¹ This program is an initial teacher certification program aimed to prepare educators to teach multilingual learners in PK-12 public schools in South Carolina. The program emphasizes excellence through advanced coursework in the foundations of education, the fundamentals in developing proficiency in literacy and writing, educating diverse learners, implementing the best practices in second language acquisition, assessment, and setting curricular goals for the continued academic success of multilingual learners. The program features 75 hours of field experience prior to the guided mentorship in the culminating clinical practicum internship.

The goal of the program is to prepare highly qualified educators to work with the growing population of multilingual and English learners in the state of South Carolina. Our graduates will be trained to work as Multilingual Learner Program Specialists (MLPS), a field previously referred to as ESOL, ESL, or EFL. They will be prepared to help multilingual learners be academically successful in PK-12 South Carolina public schools. The MAT-Multilingual Learners Program graduates will have advanced knowledge and extensive field experience and mentorship from MLPS educators working in the field to help PK-12 student learners build English proficiency for academic success and college and career readiness.

Our MAT-Multilingual Learners Program graduates will fulfill the coursework and requirements needed to apply for initial South Carolina state teaching licensure and will help meet the critical need for educators trained to work with multilingual learners (ML, previously called English Learners-ELs, English Language Learners-ELLs, or Limited English Proficiency-LEP) in South Carolina PK-12 schools. The required coursework proposed in this program includes the four-course **Read to Succeed** advanced endorsement literacy preparation sequence required for educators in South Carolina, coursework in working with neurodiverse learners, classes in cultivating diverse and inclusive classroom environments, extensive coursework (15 credit hours) focused on teaching multilingual learners, an additional 15 credit hours of foundational educational coursework, and two high-impact **experiential learning opportunities** through the EDFS 704 Practicum and EDFS 793 Clinical Practice internship courses.

The College of Charleston's School of Education (SoE) and School of Languages, Cultures, and World Affairs (LCWA) are well situated as partners to implement this new MAT-MLP graduate program that satisfies the requirements for initial teaching licensure. We have a history of collaboration and innovation in language educator preparation through the M.Ed. in Languages and the ESOL Graduate Certificate programs (to be renamed Graduate Certificate in Multilingual Learners), both 100% online

¹ Department of Education Title III memo, June 7, 2022: https://ed.sc.gov/newsroom/school-district-memoranda-archive/multilingual-learner-program-terminology/multilingual-learner-program-terminology-memo/?fbclid=IwAR2AOzBSIOGcJxs0pS9UWC2_rJQKnTUhwzayqA4jod4nUkjYMJ-QlcT_Df0

interdisciplinary programs featuring coursework offered through both schools. The M.Ed. in Languages was established in 2002 and the ESOL Graduate Certificate in 2004. Since 2019, both programs have been delivered in 100% asynchronous online mode, the first graduate programs at the College of Charleston to be fully implemented with an online delivery mode. Our experience in delivering the required courses online has allowed us the opportunity to confirm the academic rigor, advanced professional development training, and the engaging, dynamic graduate student experience. The programs feature robust enrollment that has grown significantly since the implementation of the online modality. The College of Charleston's Department of Teacher Education program has long standing partnerships with local and regional school districts to mentor and guide graduate students into innovative, high quality educators. Our community partners consistently speak to the need for a program of initial licensure to work with the growing population of multilingual learners in this state. We have a robust faculty in both schools at the College of Charleston who are well-qualified to teach this program as well as conduct scholarly research in the field, as evidenced by the faculty roster listed later in this proposal document. This interdisciplinary MAT-MLP would allow the students in the program to benefit from our experience and the expertise in teacher preparation, our advanced coursework and robust training in cultivating supportive instructional environments for diverse learners, our excellent partnerships with local and regional community partners (and our growing network of partnerships throughout the state), and the resources available from the School of Education and the School of Languages, Cultures, and World Affairs.

The proposed MAT-MLP will fulfill a professional training niche not satisfied with the current M.Ed. Languages and the ESOL Graduate Certificate programs. Our current graduate programs work with practicing teachers (those with a teaching license) to provide them the advanced training to work successfully with multilingual learners. The proposed MAT-Multilingual Learners Program would allow those who do not yet have a teaching credential the opportunity to complete the requirements for initial teaching licensure with a focus on multilingual learners. Students who completed an undergraduate degree *in any field* would be eligible to apply to this graduate program and complete the requirements to become a public school Multilingual Learner Program Specialist (MLPS) and acquire the advanced knowledge to help multilingual learners succeed academically. We anticipate that this program will particularly appeal to students who work with multilingual learners in other career fields, those who have lived, studied, or worked abroad, those who want to work with immigrant communities in SC, those who are currently working in public schools in an assistant or paraprofessional role and see the crucial need for educators focused on multilingual learners, those who feel passionately about educational access and equity, and those who want to give back to the community by becoming public school educators. We believe this program will also appeal to those from international backgrounds who may already be working as assistants and are lacking the current credentials to be teachers.

This will be the first MAT-MLP initial certification program of its kind in the state and it will fulfill a significant need as our graduates can be employed immediately as MLPS to provide specialized educational training to students who qualify for Federal [Title III services](#).² Because the required coursework for the program will be offered online, our program will offer opportunities to attract students who are unable to attend classes in downtown Charleston. The coursework in our program will allow our graduates to complete the state requirements for initial teaching licensure and the graduates will be employable as PK-12 MLP specialists at districts throughout the state.

The proposed program aligns with the mission statement of the Strategic Plan of the College of Charleston in that it is committed to developing "ethically centered, intellectually versatile and globally fluent citizens who create innovative solutions to social, economic and environmental challenges." Our graduates will fulfill a critical need in the state for educators who are committed to helping immigrants to the US and learners of English acquire the language, literacy, and global-readiness skills for academic success. The proposed program also aligns with the College of Charleston's Strategic plan's emphasis on

² South Carolina, Department of Education, Title III. <https://ed.sc.gov/policy/federal-education-programs/esea-title-iii/>

academic success combined with innovation, experiential learning, a civic focus, and a curriculum that prepares students to engage with and comprehend diverse cultures.

In preparing educators to serve the state of South Carolina, we cultivate citizens who embrace diversity, engage in the best practices of inclusion and equity, and commit to the academic success of all South Carolina citizens. Multilingual learners are now one of the fastest growing demographics in the state. According to the U.S Department of Education (2020) the increase in the population of multilingual learners in South Carolina was the largest in the country at an astounding **765.1% from 2001 to 2017**.³ Due to this trend, teachers trained to help multilingual learners are a *critical need* throughout the state. This need is particularly evident in the South Carolina Lowcountry with a growing multilingual learner population in areas such as North Charleston, John's Island, and Goose Creek. The school with the largest multilingual population in the entire state is Stall High School in North Charleston.

Upon graduation with a Master of Arts in Teaching (MAT) degree, the MLP graduates will be eligible to seek initial teacher certification in the state of South Carolina and have ample opportunities for employment throughout the state. Multilingual Learner Program Specialists (MLPS) are a critical need area in the state, Southeastern region, throughout the US, and are highly desirable educators internationally.

We intend this degree program to begin in the spring term of 2024, as a blended/hybrid model with more than 50% of the instruction delivered online. The majority of the coursework will be offered online with two in-person experiential learning internships: **EDFS 704** Practicum in the Instruction of Multilingual Learners, a field experience at designated school sites in which the student candidates will observe MLP educators and reflect on their practice. In a following term, the MAT-MLP students will take the culminating professional experience internship: **EDFS 793** Clinical Practice in Multilingual Learner Education, a 9-credit hour student teaching experience, in which they are the lead MLP teacher, guided and mentored by a clinical supervisor and Multilingual Learner Program Specialist. In the initial years of the proposed MAT-MLP, the field placements will occur in the Charleston metropolitan area through our community partners in Charleston County School District, Dorchester District II, and Berkeley County School District. As the MAT-MLP grows, we will expand to field placement sites in regions throughout the state, relying on the development of new community public school partnerships at districts with high need for multilingual learner educators.

This MAT-MLP new program proposal is also innovative for the creative implementation of courses that we already offer as part of the College of Charleston's Graduate curriculum to create a new program that responds to a critical need in the state of South Carolina. With the exception of the one new course for clinical practice that we propose (EDFS 793: Clinical Practice in Multilingual Learner Education), all of the other courses required for this program already exist in the Graduate Catalog at the College of Charleston. The new course proposal for EDFs 793 creates the clinical teaching practicum relevant for multilingual learner education required for candidates to seek state teaching licensure.

The scheduling of the coursework for this program is also designed to complement the scheduling requirements of the current coursework we already offer and the needs of the Department of Teacher Education. We propose that the MAT-MLP will be ongoing with full-time and part-time cohort tracks with planned coursework offered during fall, spring, and summer terms. New students may enter the program in fall, spring, or summer terms and they will enroll in the relevant required courses offered that term, under the advice of the program director. With the exception of the field practicum (EDFS 704) and the subsequent culminating clinical teaching practicum (EDFS 793), all of the courses planned for this program may be taken in any order. Those two field courses will be completed during the final two terms of the program, scheduled during the academic year when PK12 schools are open. We plan for EDFs 704 to be taken in the next to last semester of the program, except in the case in which the next to last

³ U.S. Department of Education (2020). English learners: Demographic trends.
https://ncela.ed.gov/files/fast_facts/19-0193_DeL4.4_ELDemographicTrends_021220_508.pdf

semester is a summer term, in which case, students will take EDFS 704 in the prior spring term, and EDFS 793 in the following fall term. The two practicum courses EDFS 704 and EDFS 793 must be taken during a fall or spring academic term when PK-12 public schools are open for field placements. EDFS 793: Clinical Practice in Multilingual Learner Education must be taken in a final term of enrollment, following current norms in the department. The scheduling of our required courses is consistent with the needs of the Department of Teacher Education.

The target audience will be graduate students who seek initial teacher licensure and a master's degree. Based on our conservative projections, we anticipate approximately 65 students will enroll by the fourth year of the program. The online delivery mode of the program will help us to achieve these numbers as we can draw from students across the state.

The MAT-Multilingual Learner Program's primary purpose is PK-12 teacher preparation. This program is interdisciplinary and integrates faculty and resources from the School of Education (SoE) and the School of Languages, Cultures, and World Affairs (LCWA). The coursework is primarily taught by full-time faculty who hold terminal degrees in their fields (see table 9 on page 22 of this proposal). Students also are afforded opportunities for mentorship by community members and experiential learning through field placements and practicum internships that are guided and fulfill the best practices in teacher preparation. The proposed new program closely aligns with the college's strategic plan, including the attraction of diverse and qualified students. Special outreach will be taken to attract students from immigrant backgrounds themselves who are acutely aware of the process of second language acquisition. The proposed primarily online program will be an innovative and signature program in the state with regard to inclusive education.

The program of study is mapped as follows:

Program of Study

Prerequisite coursework:

An undergraduate degree from an accredited college or university with a minimum GPA of 2.75

Table 1: Program of Study for Full-time student

Semester 1 - Spring (12 hours)

Course	Course Title	TESOL Standards fulfilled	Read to Succeed Standards
EDEE 525 online	Advanced Foundations of Language and Literacies Development	Educational Foundations course	Read to Succeed (1): Foundations 1.1, 1.2, 1.3, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.16, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1
EDFS 671 online	Teaching Reading and Writing to Multilingual Learners	Multilingual Learner Focused course TESOL Standards 1a, c-d, 2b, 3a-e, 4b-c, 5a-d	
EDFS 673 online	Assessing Student Performance	Multilingual Learner Focused course TESOL Standards 1c, 2a, 2c-d, 3a-c, 3e, 4a-d, 5c	Read to Succeed (2): Assessment 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.7, 7.8, 8.2, 8.3

LALE 601 OR LALE 603 online	Applied Linguistics/Second Language Acquisition	Course to help MLPS understand the language acquisition process and fundamentals of linguistics to allow them to help design curricular goals for multilingual learners TESOL Standards 1a-d	
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Semester 2 - Summer (9 hours)

EDFS 670 online Summer 1	Principles & Strategies of teaching Multilingual Learners	Multilingual Learner Focused course TESOL Standards 1a-c, 2a-e, 3 a-b, 4e, 4b-c, 5a-d	
EDFS 672 online Summer 2	Linguistic and Cultural Diversity in Education	Multilingual Learner Focused course TESOL Standards 1a-d, 2a-e, 3a, 3d, 4a-d	
MTLA 648 online Summer 2	Teaching Content Area and Disciplinary Literacies	Literacy focused course	Read To Succeed (3): Content Area Reading and Writing Field 2 (Writing in the Content Areas) (R2S) 2.5, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4

Semester 3 - Fall (9 hours)

EDFS 654 online	Human Growth & Development	Educational Foundations course	
EDFS 501 online	Introduction to Exceptional Children and Youth	Special Education (SPED) and neurodiverse learners Educational Foundations course	
EDFS 704 in-person at approved PK-12 public school sites	Practicum in the Instruction of Multilingual Learners	Field Practicum TESOL Standards 5a-d	Read to Succeed (4): Instructional Practice 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.17, 2.18, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 7.5, 7.8, 8.1

Semester 4 - Spring (9 hours)

EDFS 793 in-person at approved PK-12 public	Clinical Practice in Multilingual Learner Education (9)	Culminating field internship practicum ("student teaching") experience TESOL Standard 5c, 5d	
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school sites			
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Table 2: Program of Study for Part-time Student

Part-time student option (for learners joining the program on a part-time basis and enrolling in 6 credit hours per term, except the culminating field practicum, which requires 9 credit hours). Please note that the courses are identical to those for full-time students, only the pacing of how many courses are taken each term differs.

Semester 1 - Spring (6 hours)

EDEE 525 online	Advanced Foundations of Language and Literacies Development	Educational Foundations course	Read to Succeed (1): Foundations 1.1, 1.2, 1.3, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.16, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1
EDFS 673 online	Assessing Student Performance	Multilingual Learner Focused course TESOL Standards 3c, 4a, 4b, 4c, 4d	Read to Succeed (2): Assessment 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.7, 7.8, 8.2, 8.3,

Semester 2 - Summer (6 hours)

EDFS 670 online Summer 1	Principles & Strategies of teaching Multilingual Learners	Multilingual Learner Focused course TESOL Standards 1c, 2b, 3a, 3e, 4b, 4c, 5b	
EDFS 672 online Summer 2	Linguistic and Cultural Diversity in Education	Multilingual Learner Focused course TESOL Standards 2a, 2b, 2c, 2d, 2e, 5b	

Semester 3 - Fall (6 hours)

EDFS 654 online	Human Growth & Development	Educational Foundations course	
MTLA 648 online	Teaching Content Area Literacies (R2S: Content Area Reading/Writing)	Literacy Course	Read to Succeed (3): Content Area Reading/Writing 2.5, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4

Semester 4 - Spring (6 hours)

EDFS 704 in-person at approved PK-12	Practicum in the Instruction of Multilingual Learners	Field Practicum TESOL Standards 5a, 5b, 5c, 5d	Read to Succeed (4): Instructional Practice 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11,
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public school sites			2.12, 2.13, 2.14, 2.15, 2.17, 2.18, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 7.5, 7.8, 8.1
EDFS 671 online	Teaching Reading and Writing to Multilingual Learners	Multilingual Learner Focused course TESOL Standards 3a, 3b, 3c, 3e	

Semester 5 - Summer (6 hours)			
LALE 601 OR LALE 603 online	Applied Linguistics/Second Language Acquisition	Course to help MLPS understand the language acquisition process and fundamentals of linguistics to allow them to help design curricular goals for multilingual learners TESOL Standards 1a, 1b, 1c, 1d	
EDFS 501 online	Introduction to Exceptional Children and Youth	Special Education (SPED) and neurodiverse learners Educational Foundations course	

Semester 6 - Fall (9 hours)

EDFS 793 in-person at approved PK-12 public school sites	Clinical Practice in Multilingual Learner Education (9)	Culminating field internship practicum ("student teaching") experience TESOL Standard 5c, 5d	
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Key features of the Proposed Program Curriculum

Educational Foundations (15 credit hours):

EDEE 525 Advanced Foundations of Language and Literacies Development: Birth-Grade 6 (3) (also fulfills Read to Succeed: Foundations of Reading)
EDFS 501 Introduction to Exceptional Children and Youth (3)
EDFS 654 Human Growth and Development (3)
EDFS 672 Linguistic and Cultural Diversity in Education (3)
MTLA 648 Teaching Content Area and Disciplinary Literacies (3) (also fulfills Read to Succeed: Content Area Reading and Writing)

The 15-credit hour sequence of educational foundations coursework is designed to allow initial licensure students the opportunity to better understand the processes of learning and child development including with neurodiverse learners. These courses will also assist with the development of literacies and the best practices in designing lessons and assessments to build reading and critical thinking skills, creating culturally rich and varied learning environments, and

developing literacies in differing content areas. Additionally, the foundations courses will help students understand the cultural context of many of the multilingual learners, including the social barriers they still face. In this way, future teachers are prepared not only to teach but to also become advocates and liaisons to the multilingual learner community. In the selection of this curriculum, we have consulted the current MAT program design in Elementary Education, the M.Ed. in Languages (ESOL), the ESOL Graduate Certificate programs, considered the courses students will need to be successful in the standardized PRAXIS exams, consulted with in-practice ML educators and MLP coordinators, and discussed and consulted syllabi with colleagues in the Department of Teacher Education.

Multilingual Learners Advanced Coursework (15 credit hours):

EDFS 670 Principles and Strategies for Teaching Multilingual Learners (PK-12) (3)
EDFS 671 Teaching Reading and Writing to PK-12 Multilingual Learners (3)
EDFS 673 Assessing Student Performance (3) (also fulfills Read to Succeed: Assessment of Reading)
LALE 601 Applied Linguistics (3) or LALE 603 Second Language Acquisition (3)
EDFS 704 Practicum in the Instruction of Multilingual Learners (3) (also fulfills Read to Succeed: Instructional Practices)

The 15-credit hour sequence of advanced coursework focused on educating multilingual learners includes courses on strategies and methodologies for teaching multilingual learners, the development and adaptation of literacy practices for multilingual learners, assessing multilingual learners, the foundations of linguistics and language acquisition practices to help multilingual learners develop and gain language proficiency, and the practicum field experience to observe ML educators. In the selection of this curriculum, we have consulted the current M.Ed. in Languages (ESOL) and the ESOL Graduate Certificate programs, considered the courses students will need to be successful in the PRAXIS Subject exam for ESOL, consulted with in-practice ML educators and MLP coordinators, and discussed and consulted syllabi with colleagues in the Department of Teacher Education and the M.Ed. in Languages Executive Committee.

Culminating Professional Experiences (9 credit hours):

EDFS 793 Clinical Practice in Multilingual Learner Education (9)

The culminating clinical teaching practicum gives learners the opportunity to work as an ML educator under the supervision and guidance of our community partners.

Read to Succeed Requirement

All MAT-MLP candidates in our Educator Preparation Program (EPP) will complete a literacy course sequence that includes school-based practicum experiences and ensures that the theory, research, and practices that support and guide the teaching of reading as part of the Read to Succeed (R2S) Requirements are addressed. With our MAT-ML program, we have redesigned our approach to R2S requirements to provide a 4-course, 12-credit hour sequence with clear objectives and outcomes that closely mirrors our approved Early Childhood, Elementary, and Special Education approaches. This offers candidates additional theoretical and practical experiences in literacy teaching and learning aligned with relevant literacy competencies and SCDE policies. Our EPP verifies on recommendation for certification forms that each candidate has completed the appropriate R2S sequence. We will seek approval for the course sequence through the approval process set by the South Carolina Department of Education.

Assessment of Need

According to the U.S Department of Education (2020) the increase in the population of multilingual learners in South Carolina was the largest in the country at an astounding **765.1% from 2001 to 2017**.⁴ Due to this trend, teachers trained to help multilingual learners are a growing and critical need throughout the state. This need is particularly evident in the Lowcountry with a growing multilingual learner population in areas such as North Charleston, John's Island, and Goose Creek. The school with the largest multilingual population in the entire state is Stall High School in North Charleston.

This trend with multilingual learners can be seen throughout the nation. According to the Annie E. Casey Foundation, an estimated 20-25 percent of children in America live in households where a language other than English is spoken.⁵ Public school systems regionally and nationally have struggled to respond to these rapid shifts in the demographics of the public school student population. In the South, these demographic changes have often occurred so quickly that public institutions simply have not had the time to train sufficient numbers of employees to be available to converse with community members who are not proficient in English or to help speakers of other languages learn enough English to be appropriately trained for employment in this region. Historically, the South had a smaller immigrant population and thus was less prepared for the influx of students compared to states with more long standing immigrant populations like California, Texas, and New York.

As growing percentages of multilingual learners enroll in the PK12 public school system, it is crucial that educators gain the advanced skills to help ML learners succeed academically and gain the skills to be college and career ready. There are well documented literacy gaps between children who are multilingual learners: "only 8 percent of fourth graders who are English-language learners are proficient readers and 5 percent of eighth graders are proficient in math. This is five to seven times lower than children who are native English speakers" (see page 16 of [this report](#), dated to 2017).⁶ As reported by the [National Education Association](#), the Covid pandemic resulted in even more dramatic academic disparities for multilingual learners, as many were isolated from linguistic environments that included English, many struggled with subpar remote access, and disproportionately, their parents and caregivers were front line workers.⁷

In addition to requests from public school administrators to certify and train more highly-qualified educators of multilingual learners, we receive frequent requests from prospective graduate students themselves because they see the growing numbers of multilingual learners in their communities, and they want to get the best professional preparation to assist their multilingual students for academic and career success. We have also seen the need for professionals in schools who can work as liaisons and advocates to the multilingual community. This program seeks to also prepare students in this regard.

⁴ U.S. Department of Education (2020). English learners: Demographic trends.
https://ncela.ed.gov/files/fast_facts/19-0193_Del4.4_ELDemographicTrends_021220_508.pdf

⁵ [Annie E. Casey Foundation](#), "The Number of Bilingual Kids in America Continues to Rise," January 11, 2018. Accessed June 15, 2022.

⁶ 2017 Kids Count Policy Report, "Building a Path to Opportunity for All Children," The Annie E. Casey Foundation, <https://assets.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf>. October 24, 2017; accessed July 3, 2022.

⁷ National Education Association, "Addressing the Needs of ELLs in COVID Era," <https://www.nea.org/advocating-for-change/new-from-nea/addressing-needs-ells-covid-era>, February 28, 2022; accessed July 15, 2022.

[The South Carolina Department of Education](#) lists ESOL/MLL educators as a critical need area for the 2022-23 school year⁸ and the list of acute teacher shortages in this state have included ESOL-trained educators every year for at least the past decade.

The need for our program is made evident in the demands of our PK-12 partners, who note areas of specific need, all of which are supported by the literature in the field. Several schools in the area, including Angel Oak Elementary, Midland Park Primary, Pinehurst Elementary, North Charleston Elementary, Northwoods Middle School, and Stall High School, have seen an acute need for teachers who are able to work with children and parents for whom English is a new language. According to Charleston County School District's [internal data](#), during 2020-2021, "over 5,500 students from all over the world representing as many as 80 different languages are enrolled in 80 CCSD public schools and programs.⁹ 63 teachers provide services for these students." Charleston County School District has also responded to these demographic changes by creating a Bilingual Parent Division and building a new Office of Translation and Interpretation Services as part of their Office of Strategy and Communications, further demonstrating the growing demand for employees who are trained in working with multilingual learners, their families, and their communities and helping foster the success of children and parents who arrive to this area from all over the world. Multilingual learners make up approximately 12% of the student population of Berkeley County, and [the district](#) estimates that these students represent over 40 languages and nearly 70 countries.¹⁰ We expect these numbers to continue to grow especially as the number of immigrants begin [increasing again](#) after the reduced numbers during the COVID-19 pandemic.¹¹

Our proposed program is a direct response to these demographic shifts and to the critical need for highly qualified educators prepared to assist multilingual learners in the PK12 public schools of our state. This new program is data driven; it considers the needs of schools, teachers, and multilingual learners and addresses them in a proactive, collaborative, and supportive manner.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

No transfer or articulation agreements are in place for this program.

Table 3: Employment Projections

Occupation	State	National	Data Type and Source
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⁸ The South Carolina Department of Education Critical Needs Areas: <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/22-23-sub/>

⁹ Charleston County School District, "Learning Services, Overview, ESOL" <https://www.ccsdschools.com/Page/1295>. Not dated. Accessed August 2, 2022.

¹⁰ Berkeley County School District, "Academics and Innovation, ESOL" <https://www.bcsdschools.net/Page/24247>. Not dated. Accessed August 2, 2022.

¹¹ Pew Research Center, "[Legal immigration to the U.S. partially rebounds as national and global borders reopen](#)," April 4, 2022. Accessed August 2, 2022.

	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Multilingual Learner Program Specialist (previously known as ESOL educator)	862.32 in AY 21-22	Given the 765.1% growth in ML in SC, employment projections are expected to increase significantly throughout the state	National numbers are difficult to estimate. Please see the explanation below.	Given the changing demographics in the US, ML learners are expected to be a growing demographic nationally and require certified MLPS to maximize parity and academic equity. Employment projections are expected to increase significantly throughout the country. Please see the full explanation below.	CERRA Supply and Demand Report¹²

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The percentage of children enrolled in our public schools who benefit from the expertise of a Multilingual Learner Program Specialist is growing significantly throughout the Southeast. According to the [Center for Immigration Studies](#), South Carolina is one of many states in the Southeast in which major demographic changes are underway.¹³ That report also identified the following states with dramatic increases in the percentage of those who speak a language other than English at home during the period from 1980 to 2018: **Georgia** (up 952 percent), **North Carolina** (up 802 percent), **Virginia** (up 488 percent), **Tennessee** (up 459 percent), Arkansas (up 445 percent), and **Florida** (up 393 percent). Note that this study uses 2018 census data. The numbers have increased in the past four years, though analyses of the 2020 census have been delayed due to the Covid pandemic.

The CERRA Supply & Demand report indicates that in 2021-2022 SC public schools hired 86 new ESOL teachers and had 26 ESOL vacancies when the report was written.¹⁴

South Carolina Department of Education (SCDE) lists ESOL as a critical needs area and estimated 25% of ESOL positions in 2020-2021 were either vacant or filled by uncertified staff.¹⁵

¹² The South Carolina Annual Supply and Demand Report, published by the Center for Educator Recruitment, Retention, and Advancement (CERRA), November 2021. Accessed May 12, 2022.
https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf

¹³ “67.3 Million in the United States Spoke a Foreign Language at Home in 2018,” Karen Zeigler and Steven A. Camarota. *The Center for Immigration Studies*, published October 29, 2019. Accessed July 20, 2022.
<https://cis.org/Report/673-Million-United-States-Spoke-Foreign-Language-Home-2018>

¹⁴ https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf

¹⁵ <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/2021-22-subject/>

The International TESOL Association projects excellent demand for qualified ESL teachers nationally.¹⁶ The organization also notes a strong international employment outlook, “Experienced, trained teachers are increasingly in demand worldwide... Those with a master's degree in TESOL or a related field are more competitive in the job market and, in addition to teaching positions, are often considered for posts in teacher training, curriculum and materials development, and program administration. Salaries tend to be higher and may include benefits such as travel support for candidates with a master's degree.”¹⁷

ZipRecruiter¹⁸ projects that South Carolina ranks number 8 out of 50 states nationwide for ESL Teacher salaries and sees a lot of variation in ESL salary, suggesting a wide range of opportunities for mobility based on education, training, and work experience. ZipRecruiter also projects excellent employment opportunities for ESL-trained teachers to find related employment options as ESL Directors, ESL Curriculum Writers, Citizenship Teachers, and work-from-home ESL conversation partners.

According to the U.S. Bureau of Labor Statistics, for the search query “ESOL” the results indicate a 5% decline in projected “Adult Basic and Secondary Education and ESL Teachers”.¹⁹ The committee believes that the use of multiple terms to refer to the field of multilingual learners may have impacted the search results. We also note that the search results connect ESOL with Adult Literacy and GED teachers, (and the search terms “Multilingual Learners,” “LEP” and similar did not produce different results). Our graduates will not be primarily trained to work with adults (although some may choose to do so); our MAT-MLP is intended for PK-12 teacher training so that our graduates can be employed in public schools in our state.

A more accurate reflection of the national employment prospects for our graduates is the more general search for Elementary and High School teachers. The U.S. Bureau of Labor Statistics projected average employment growth for Elementary and High School teachers in the period of 2014-2024.²⁰ Note that this is the national projection and does not reflect the **765.1% growth** in the population of multilingual learners in South Carolina **from 2001 to 2017**.

Description of the Program

Table 4: Projected Enrollment (Part time/Full Time)			
Year	Headcount		Total Projected enrollment
	Full time	Part time	
2023-2024	10	15	25

¹⁶ TESOL, “Teaching Opportunities in the United States,” <https://www.tesol.org/enhance-your-career/career-development/beginning-your-career/teaching-opportunities-in-the-united-states>

¹⁷ TESOL, “Teaching Opportunities Outside the United States,” <https://www.tesol.org/enhance-your-career/career-development/beginning-your-career/teaching-opportunities-outside-the-united-states>

¹⁸ <https://www.ziprecruiter.com/Salaries/ESL-Teacher-Salary--in-South-Carolina>

¹⁹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Adult Basic and Secondary Education and ESL Teachers. Accessed July 15, 2022. <https://www.bls.gov/ooh/education-training-and-library/adult-literacy-and-ged-teachers.htm>.

²⁰ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers, <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>, Accessed July 15, 2022.

2024-2025	10	15	50
2025-2026	10	15	65
2026-2027	10	15	65

Table 5: Projected Enrollment (by term)			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024	N/A	25	25
2024-2025	25	50	50
2025-2026	65	65	65
2026-2027	65	65	65
2027-2028	65	65	65

Explain how the enrollment projections were calculated.

We anticipate that ten full-time students and fifteen part-time students will join the program during each academic year. The program will be of special interest to students who work with multilingual learners in other career fields, including those who have lived, studied, or worked abroad. It will also appeal to those who want to work with immigrant communities in SC, those who are currently working in public schools in a professional assistant or aide role and work with multilingual learners, and those who feel passionately about educational access and equity and want to give back to the community by becoming public school educators. We anticipate that individuals who are immigrants and/or multilingual learners themselves will have particular interest in the program.

This will be the first MAT-Multilingual Learners program of its kind in the state of South Carolina that trains MLPS and provides the requirements for initial teaching licensure. This program fulfills a significant need as our graduates can be employed immediately as MLPS to provide specialized educational training to students who qualify for Federal Title III services. Because more than 50% of the required coursework for the program will be offered online, our program will offer greater opportunities to attract students across the state. It will also be a chance to create a more diverse workforce based in an ethos of equity as it will give opportunities for students from more middle- and low-income backgrounds for which a traditional teacher training program may be more out of reach. The coursework in our program will allow our graduates to complete the state requirements for initial teaching licensure and the graduates would be employable as PK-12 MLP specialists at districts throughout the state.

These projected enrollment numbers were determined by the demand for our current MAT programs, including Elementary Education, and the inquiries we receive from prospective students who want to enroll in the ESOL program but who do not currently have a teaching credential and are not eligible for the M.Ed. in Languages-ESOL program. We have also consulted with our community partners and we believe an anticipated enrollment of 15 part time students and 10 full time students per year is likely a conservative estimate of the prospective demand.

Initially, we plan to use our local Lowcountry community partnerships with area public school districts for the field placements and clinical teaching practicum during the first years of the implementation of the program. After an initial period of startup and growth, we will reach the projected program size of 65

students annually and we plan to expand our partnerships with PK12 public schools to offer field placements throughout the state. As this will be the only initial teacher licensure program with a focus on multilingual learners, we will recruit students from all over the state, particularly in those counties and school districts with the highest need for ML educators. During the initial years of the program, for student field placements, we anticipate working with our long-standing partners in local school districts in the Charleston metropolitan area to get this program running smoothly. As we grow with students, we anticipate increasing the field placements at high-need districts throughout the state. We will also recruit directly with school districts who may be interested in investing in cohorts of students in order to fulfill the needs in their districts.

The projections are produced based on data indicating enrollment trends over the last three academic years and our discussions with local and state administrators working with multilingual learners.

The program's key components for educational rigor and career-readiness include:

39 credit hours of required coursework

Educational Foundations (15 credit hours):

EDDE 525 Advanced Foundations of Language and Literacies Development: Birth-Grade 6 (3) (also fulfills Read to Succeed: Foundations of Reading)
EDFS 501 Introduction to Exceptional Children and Youth (3)
EDFS 654 Human Growth and Development (3)
EDFS 672 Linguistic and Cultural Diversity in Education (3)
MTLA 648 Teaching Content Area and Disciplinary Literacies (3) (also fulfills Read to Succeed: Content Area Reading and Writing)

The 15-credit hour sequence of educational foundations coursework is designed to allow initial licensure students the opportunity to understand the processes of learning and child development including a focus on neurodiverse learners. These courses will also assist with the development of literacies and the best practices in designing lessons and assessments to build reading and critical thinking skills, creating culturally-rich and varied learning environments, and developing literacies in differing content areas. Additionally, the foundations courses will help students understand the cultural context of many of the multilingual learners, including the social barriers they still face. In this way, future teachers are prepared not only to teach but also to become advocates and liaisons to the multilingual learner community. In the selection of this curriculum, we have consulted the current MAT program design in Elementary Education, the M.Ed. in Languages (ESOL), the ESOL Graduate Certificate programs, considered the courses students will need to be successful in the standardized PRAXIS exams, consulted with in-practice ML educators and MLP coordinators, and discussed and consulted syllabi with colleagues in the Department of Teacher Education.

Multilingual Learners Advanced Coursework (15 credit hours):

EDFS 670 Principles and Strategies for Teaching Multilingual Learners (PK-12) (3)
EDFS 671 Teaching Reading and Writing to PK-12 Multilingual Learners (3)
EDFS 673 Assessing Student Performance (3) (also fulfills Read to Succeed: Assessment of Reading)
LALE 601 Applied Linguistics (3) or LALE 603 Second Language Acquisition (3)
EDFS 704 Practicum in the Instruction of Multilingual Learners (3) (also fulfills Read to Succeed: Instructional Practices)

The 15-credit hour sequence of advanced coursework focused on educating multilingual learners includes courses on strategies and methodologies for teaching multilingual learners, the development and adaptation of literacy practices for multilingual learners, assessing multilingual learners, the foundations of linguistics and language acquisition practices to help multilingual learners develop and gain language proficiency, and the practicum field experience to observe ML educators. In the selection of this curriculum, we have consulted the current M.Ed. in Languages (ESOL) and the ESOL Graduate Certificate programs, considered the courses

students will need to be successful in the PRAXIS Subject exam for ESOL, consulted with in-practice ML educators and MLP coordinators, and discussed and consulted syllabi with colleagues in the Department of Teacher Education and the M.Ed. in Languages Executive Committee.

Culminating Professional Experiences (9 credit hours):

EDFS 793 Clinical Practice in Multilingual Learner Education (9)

The culminating clinical teaching practicum gives learners the opportunity to work as an ML educator under the supervision and guidance of our community partners.

Read to Succeed Requirement

All MAT-MLP candidates in our EPP will complete a literacy course sequence that includes school-based practicum experiences and ensures that the theory, research, and practices that support and guide the teaching of reading as part of the Read to Succeed (R2S) Requirements are addressed. With our MAT-MLP, we have redesigned our approach to R2S requirements to provide a 4-course, 12-credit hour sequence with clear objectives and outcomes that closely mirrors our approved Early Childhood, Elementary, and Special Education approaches. This offers candidates additional theoretical and practical experiences in literacy teaching and learning aligned with relevant literacy competencies and SCDE policies. Our EPP verifies on recommendation for certification forms that each candidate has completed the appropriate R2S sequence. We will seek approval for the course sequence through the approval process set by the South Carolina Department of Education.

The culminating clinical teaching practicum gives learners the opportunity to work as an ML educator under the supervision and guidance of our community partners.

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

☐ Yes

☒ No

Curriculum

New Courses

List and provide course descriptions for new courses.

We propose **one** new course to form part of this program. The other thirty credit hours of coursework proposed as part of the MAT-MLP curriculum are already part of the College of Charleston Graduate Catalog.

EDFS 793 - Clinical Practice in Multilingual Learner Education (9 credit hours)

Course Description - In this course, candidates engage in full-time student teaching in a PK-12 classroom. They assume all of the responsibilities of a professional teacher. Under the supervision of a cooperating teacher and a college supervisor, candidates observe, plan, and eventually take over full-time teaching and non-instructional responsibilities. Candidates also participate in professional activities outside of the classroom and in weekly seminars.

In the development of the syllabus for this new course, we have relied on the existing Clinical Practice syllabi used in the Department of Teacher Education and modeled this syllabus on the clinical practice courses used in other graduate and undergraduate initial teaching licensure programs.

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Table 6: Curriculum by Year - Full time

Total Credit Hours Required: 39

Curriculum by Year – Full time Total Credit Hours Required: 39					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
		EDEE 525 Advanced Foundations of Language and Literacies Development	3	EDFS 670 Principles & Strategies of teaching Multilingual Learners	3
		EDFS 671 Teaching Reading and Writing to Multilingual Learners	3	EDFS 672 Linguistic and Cultural Diversity in Education	3
		EDFS 673 Assessing Student Performance	3	MTLA 648 Teaching Content Area and Disciplinary Literacies	3
		LALE 601 Applied Linguistics	3		
		Total Semester Hours	12	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
EDFS 654 Human Growth & Development	3	EDFS 793 Clinical Practice in Multilingual Learner Education	9		
EDFS 501: Introduction to Exceptional Children and Youth	3				
EDFS 704 Practicum in the Instruction of Multilingual Learners	3				
Total Semester Hours	9	Total Semester Hours	9		

Table 7: Curriculum by Year - Part Time

Total Credit Hours Required: 39

Curriculum by Year – Part time Total Credit Hours Required: 39					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
		EDEE 525 Advanced Foundations of Language and Literacies Development	3	EDFS 670 Principles & Strategies of teaching Multilingual Learners	3
		EDFS 673 Assessing Student Performance	3	EDFS 672 Linguistic and Cultural Diversity in Education	3
		Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
EDFS 654 Human Growth & Development	3	EDFS 704 Practicum in the Instruction of Multilingual Learners	3	LALE 601 Applied Linguistics	3
MTLA 648 Teaching Content Area Literacies	3	EDFS 671 Teaching Reading and Writing to Multilingual Learners	3	EDFS 501 Introduction to Exceptional Children and Youth	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 3					
Fall		Spring		Summer	
EDFS 793 Clinical Practice in Multilingual Learner Education	9				
Total Semester Hours	9				

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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.

There are no other master's degree programs currently offered in South Carolina that provide initial teaching licensure with a focus on educating multilingual learners. This would be the first program of its kind in the state.

There are other programs that lead to a Master of Education (M.Ed.) in teaching multilingual learners (previously known as ESOL), but prospective students must have a teaching license and cannot earn initial licensure as part of the program. Those programs include:

Table 8: Similar Programs

Program Name and Designation	Total Credit Hours	Institution	Key Similarities	Key Differences
M.Ed. in Languages (Multilingual Learners)	31	College of Charleston	Advanced coursework to educate multilingual learners Online	Does not lead to initial teaching licensure.
Literacy, M.Ed., ESOL	36	Clemson	Advanced coursework to educate multilingual learners Online Includes Read to Succeed requirements	Does not lead to initial teaching licensure.
M.Ed. in Teaching – English for Speakers of Other Languages (ESOL)	30	USC	Advanced coursework to educate multilingual learners Online	Does not lead to initial teaching licensure.
Master of Arts in Education, TESOL	36	Furman	Advanced coursework to educate multilingual learners	Does not lead to initial teaching licensure. Face-to-face modality
The following programs are not in South Carolina and demonstrate the development of these type of programs (initial licensure + master's degree focused on teaching multilingual learners) throughout the Southeast region				
Program Name and Designation	Total Credit Hours	Institution	Key Similarities	Key Differences
North Carolina				
English as a Second Language, MAT	30	UNC-Charlotte	Initial teaching licensure + advanced coursework to educate multilingual learners Online	Leads to NC state teaching licensure
Master of Arts in Teaching, concentration in Teaching English as a Second Language (TESOL)	33	UNC-Greensboro	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to NC state teaching licensure Face-to-face modality

Licensure Plus Master of Arts in Teaching for Teaching English to Speakers of Other Languages	46-48 + 15	Greensboro College	Initial teaching licensure + advanced coursework to educate multilingual learners Online	Leads to NC state teaching licensure
Master of Arts in Teaching ESL	39	Meredith College	Initial teaching licensure + advanced coursework to educate multilingual learners Online	Leads to NC state teaching licensure
Master of Arts in Teaching, TESOL concentration	36	Western Carolina University	Initial teaching licensure + advanced coursework to educate multilingual learners Online	Leads to NC state teaching licensure
Georgia				
English to Speakers of Other Languages (ESOL), M.A.T.	45	Georgia State University	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to GA state teaching licensure Online or F2F modality
MAT in TESOL	39	Kennesaw State University	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to GA state teaching licensure
Florida				
Master's Degree (M.Ed.) in Elementary Education with ESOL plus Certification	68	Florida Atlantic University	Masters in Elementary Ed and ESOL plus initial licensure	Leads to FL state teaching licensure Face-to-face modality
Master's in Teaching ESOL	33	Florida State University	Advanced coursework to educate multilingual learners Online	Does not lead to initial teaching licensure.
Other states in Southeast region				
Master of Arts in Education, P-12 ESOL	36-39	University of North Alabama	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to AL state teaching licensure
MA in Secondary Education (Alternative Certification), English for Speakers of Other Languages	37-40	University of Alabama	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to AL state teaching licensure
ESL Initial Licensure, M.A.T.	30	Belmont University	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to TN state teaching licensure
Master of Arts in Education: TESL, with initial teaching license	39	Eastern Mennonite University	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to VA state teaching licensure

TESOL (M.A.T.)	37-42	James Madison University	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to VA state teaching licensure
M.Ed. TESOL Concentration	33	Virginia Commonwealth University	Advanced coursework to educate multilingual learners	Does not lead to initial teaching licensure
Master of Teaching (MT) in Teaching English as a Second Language	30	University of Virginia	Initial teaching licensure + advanced coursework to educate multilingual learners	Leads to VA state teaching licensure

Faculty

Table 9: Faculty

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] <small>Note – for substantive change prospectuses/ applications, list the courses <i>to be taught</i>, not historical teaching assignments</small>	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Keonya Booker (F)	EDFS 654: Human Growth and Development (G)	Ph.D in Education University of North Carolina at Chapel Hill	P-12 Professional experience in school psychology
Anne Gutshall (F)	EDFS 654: Human Growth and Development (G)	Ph.D in Education University of South Carolina at Columbia	P-12 Professional experience in school psychology
Genevieve Hay (F)	EDFS 654: Human Growth and Development (G) EDFS 501 Introduction to Exceptional Children and Youth (G)	Ph.D in Elementary Education University of South Carolina at Columbia	P-12 Professional experience in special education
Margaret Hagood (F)	EDEE 525: Advanced Foundations of Language and Literacies Development: Birth- Grade 6 (G) MTLA 648 Teaching Content Area and Disciplinary Literacies (G) EDFS 673 Assessing Student Performance (G)	Ph.D. in Reading Education University of Georgia	P-12 Professional experience in literacy and elementary education

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/ applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Emily Skinner (F)	EDEE 525: Advanced Foundations of Language and Literacies Development: Birth- Grade 6 (G) MTLA 648 Teaching Content Area and Disciplinary Literacies (G) EDFS 673 Assessing Student Performance (G)	Ed.D. - Teachers College, Columbia University	P-12 Professional experience in literacy and elementary education
Adam Jordan (F)	EDFS 501 Introduction to Exceptional Children and Youth (G)	Ph.D in Education, Special Education Focus University of North Carolina at Chapel Hill	P-12 Professional experience in special education
Brian Lanahan (F)	EDFS 672 Linguistic and Cultural Diversity in Education (G)	Ed.D. in Education University of Florida	P-12 Professional experience in elementary education
William McCorkle (F)	EDFS 672 Linguistic and Cultural Diversity in Education (G)	Ph.D. in Education Clemson, University	P-12 Professional experience in middle and secondary education
Carlos Lavín (F)	EDFS 501 Introduction to Exceptional Children and Youth (G) EDFS 672 Linguistic and Cultural Diversity in Education (G)	Ph.D. in Education George Mason University	P-12 Professional experience in special education

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] <small>Note – for substantive change prospectuses/ applications, list the courses <i>to be taught</i>, not historical teaching assignments</small>	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Shawn Morrison (F)	LALE 601 Applied Linguistics (G) LALE 603 Second Language Acquisition (G)	Ph.D. at Michigan State University.	Auditor, Reviewer, and Trainer ACTFL/CAEP accreditation for teachers Past President of the South Carolina Foreign Language Teachers Association P-12 Professional experience in foreign language education
Ian O'Byrne (F)	EDEE 525: Advanced Foundations of Language and Literacies Development: Birth- Grade 6 (G) MTLA 648 Teaching Content Area and Disciplinary Literacies (G) EDFS 673 Assessing Student Performance (G)	Ph.D. in Educational Psychology University of Connecticut	P-12 Professional experience in English education and technology
Antonio Pérez-Núñez (F)	LALE 601 Applied Linguistics (G) LALE 603 Second Language Acquisition (G)	Ph.D. in Hispanic Linguistics with a concentration in Second Language Acquisition and Teacher Education (SLATE), University of Illinois at Urbana- Champaign	Online English Course Developer and Instructor, University of Granada
Silvia Rodríguez Sabater (F)	LALE 601 Applied Linguistics (G) LALE 603 Second Language Acquisition (G)	PhD, Hispanic Linguistics (Second Language Acquisition, Curriculum and Instruction, Pragmatics), Indiana University	P-12 Professional experience in foreign language education College of Charleston Faculty Coordinator for Online Education

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/ applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Katie Swart (F)	EDFS 654: Human Growth and Development (G)	Ph.D. in Special Education University of North Carolina at Charlotte	P-12 Professional experience in early childhood special education
Laura Brock (F)	EDFS 501 Introduction to Exceptional Children and Youth (G) EDFS 654: Human Growth and Development (G)	Ph.D. in Educational Psychology and Applied Developmental Science University of Virginia	Special educator working with adjudicated adolescents in residential treatment facilities
mutindi ndunda (F)	EDFS 673 Assessing Student Performance (G) EDFS 672 Linguistic and Cultural Diversity in Education (G)	Ph.D. in Education Policy Studies/Math Education University of British Columbia	P-12 Professional experience in Math
Arlene Ventimiglia (P)	EDFS 670 Principles and Strategies for Teaching Multilingual Learners PK-12 (G) EDFS 671 Teaching Reading and Writing to PK-12 Multilingual Learners (G) EDFS 673 Assessing Student Performance (G)	Ed.D. Curriculum and Instruction (Teachers, Schools and Society) <i>in progress</i> (expected 2025) University of Florida M.Ed. Elementary Education University of Massachusetts - Amherst	P-12 Professional experience in STEM and Elementary Education ESOL Certified

Total FTE needed to support the proposed program:

Faculty: 1.25 FTE

Staff: (Graduate Assistant) .50 FTE

Administration: (Program Director) .25 FTE

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

This program requires a Program Director for the MAT-MLP to support the research, teaching, and service dimensions. We have budgeted for a new **Assistant Professor tenure-track line** to form part of this program and serve as the Program Director of this master's degree + initial teaching licensure program. A tenure-track assistant professor associated with this program will teach many of the core courses in teaching multilingual learners and publish peer-reviewed research on the practice of teaching multilingual learners. This faculty line focused on multilingual learners will establish this program not only as the first of its kind in the state, but also as a model for scholarly excellence and advanced career training; a thought leader in multilingual learner education and model program for initial teacher certification and educator preparation in this state. A dedicated MAT-MLP faculty member who publishes peer-reviewed scholarly articles focused on MLP education will collaborate alongside general education faculty to fulfill the needs of the program. The majority of the courses in the program will be taught by the large pool of our current faculty in the School of Education (SoE) and Languages, Cultures, and World Affairs (LCWA). This program's quality will be enhanced by the long-standing reputation of excellence of our teacher preparation program, which was awarded the 2021 [Frank Murray Leadership Recognition Award](#) by the Council for the Accreditation of Educator Preparation (CAEP) and the nearly twenty years of collaboration between SoE and LCWA in developing language education graduate programs at the College of Charleston.²¹ Over the past nearly two decades, we have honed our approach to delivering high quality online graduate instruction, confirmed the academic rigor of our coursework, the career readiness and employability of our graduates, and the positive student experience for current students and alums of our program. We have a strong record of collaboration and this new MAT-MLP will draw from that foundation.

In the development of the combined Master's degree + initial teaching licensure program, the proposal draws from the success of the one-year accelerated [MAT in Elementary Education](#) in the selection of the Educational Foundations coursework, Field Experience, and Clinical Practicum coursework.²² This proposal builds on the experience in teacher preparation developed through the certification and licensure requirements for M.A.T. students in the Elementary Education program and aligns with the expectations and requirements in the teacher education program student information packet for M.A.T. students and the Clinical Practice Handbook. We have consulted with faculty in the MAT in Elementary Education program to confirm that the Educational Foundations coursework will provide MAT-MLP students with the same breadth and depth of knowledge to be successful educators and allow MAT-MLP students to be similarly well prepared for success on the PRAXIS examinations.

The MAT-MLP will benefit from the excellence of our **Office of Student Services and Credentialing (OSSC)**, which is responsible for admitting students to professional teacher education programs at the College of Charleston. In addition, OSSC places students in local public schools for field and clinical practice experiences, which provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of appropriate settings. These experiences integrate with coursework, are developmentally sequenced for the candidates, and help candidates develop the competence necessary to begin their careers. OSSC also facilitates teacher education candidates completing all assessment

²¹ "26 Educator Prep Providers from 17 States and UAE Recognized for Leadership in Continuous Improvement in honor of Frank Murray," *The Council for the Accreditation of Educator Preparation (CAEP)*, 2021. Accessed July 12, 2022. <http://caepnet.org/about/news-room/frank-murray#:~:text=of%20their%20accomplishments.%E2%80%9D-Recipients%20of%20the%202021%20Frank%20Murray%20Leadership%20Recognition%20for%20Continuous, data%20trends%20and%20no%20plans>

²² College of Charleston, One-year Master of Arts in Teaching, Elementary Education, <https://cofc.edu/academics/graduate-degree-progs/graduatedegreeslist/elemed.php>

requirements to be recommended for South Carolina teacher certification and assists our candidates with connecting with schools and districts for jobs. The new proposal does not require additional staff in the OSSC to handle the additional field placement experiences for new MAT-MLP students.

In addition to the faculty tenure-track assistant professor position associated with this proposal, we have also budgeted for a **Graduate Assistant** to support clerical tasks.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The College of Charleston libraries are structured around one main library, the Marlene and Nathan Addlestone Library, with smaller, more specialized libraries that support the diverse teaching and research needs of the institution. The Addlestone Library encompasses 140,000 square feet, accommodates up to one million volumes, seats 1,600 patrons, offers 20 study group rooms, and maintains over 239 computer workstations. The facility was designed to accommodate the technological needs of a contemporary academic library. The computer workstations are equipped with links to several web browsers, a suite of Microsoft Office software, statistical software packages, and other standard computer applications. These computers are networked to seven high capacity laser printers; one color printer is also available. In addition to the desktop computers, students may borrow one of 20 laptops equipped with wireless internet hardware and software for use within the building and grounds, 3 flip cameras and 2 iMac computers with video editing capabilities. There are 60 iPads to enhance student learning in the classroom, including 5 iPads that students can check out at any time. Wireless access is available throughout the library.

The libraries' collection consists of over 1,085,194 cataloged monographs, serials and other hard copy items, including 13,472 audiovisual items in the media collection and 3,202 print subscriptions to journals and other periodicals. Print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals which are available online and available 24/7/365. All faculty and students with a valid College of Charleston account may access electronic resources from anywhere in the world. The library is a member of the Partnership among South Carolina Academic Libraries (PASCAL), a consortium of the state's academic libraries together with their parent institutions and state agency partners. PASCAL fosters cooperation on a broad range of issues including shared licensing of electronic resources (including unlimited access to over 200,000 e-book titles from major publishers and university presses) and universal borrowing.

Other significant materials can be found in the Lowcountry Digital Library. Established by the College in 2009, the Lowcountry Digital Library (LCDL) produces digital collections and projects that support research about the Lowcountry region of South Carolina and historically interconnected sites in the Atlantic World. LCDL is committed to a multifaceted approach that incorporates historical and anthropological scholarship, oral history, integrative archival practices, digital librarianship, and spatial, temporal, and environmental information. Together with its institutional partners, LCDL helps students, scholars, and a wide range of public audiences develop a better understanding of the history and culture of the South Carolina Lowcountry relative to the nation and the world. In order to provide a well-rounded digital collection, the library works with over 17 partner institutions across the coastal region of South Carolina and Barbados to digitize and describe unique local resources while adhering to national best practices and standards, ensuring the overall quality, accessibility and sustainability of these digital resources.

In addition to material and technology resources, the libraries' employ 27 tenure track faculty librarians. Librarian assistance in research, instruction, and digital scholarship is available for faculty and students. In addition, the Ask Us service provides basic research and computing assistance, both online and in

person, through a combination of librarians, library staff, information technology professionals, and student employees.

The Addlestone Library completed a major renovation project in Summer 2014, adding 200 seats for students, new outlets for charging laptops, tablets and other mobile devices, and a new high tech lecture room that doubles as added study space for students.

Every College of Charleston student has access to the library, even when they are not physically in downtown Charleston. There are librarians available online via the library portal, and the library main page includes resources to support students including chat, email, and phone contact information. All new faculty are required to attend a new faculty orientation session during which Library staff provide training on how to access and utilize library resources. In addition, the front Information Desk provides guidance for general research inquiries, support for student computing, help using the computer lab and equipment, and answers to general questions

The current quantitative count of the College of Charleston Libraries' holdings in the subject areas associated with language education are **31,334 print monographs**, access to **36,021 eBooks**, and **1,274 journals** (relevant across education disciplines), available through a number of databases that the College of Charleston Libraries subscribes to. The following table breaks down the monographic holdings in the subclasses of the Library of Congress classification areas relevant to special aspects of education.

Table 10: Library Resources

Library of Congress Classification Areas

Library of Congress Classification: Subclass Area	# of Print Titles	# of eBooks
BF: Psychology, Developmental Psychology (BF712-724.85)	1508	1226
L: Education (General) (L7-991)	135	41
LA: History of Education (LA5-2396)	2,296	1,861
LB: Theory and Practice of Education (LB5-3640)	17,642	9,625
General (LB5-45)	601	756
Teaching (Principles and Practice) (LB1025-1050.75)	645	315
Early Childhood Education (LB1139.2-1139.5)	653	548
Preschool Education, Nursery Schools (LB1140-1140.5)	341	115
Kindergarten (LB1141-1489)	66	24
Primary Education (LB1501-1547)	244	109
Elementary or Public School Education (LB1555-1602)	2,395	1,552
Secondary Education, High Schools (LB1603-1696.6)	620	351
Education and Training of Teachers and Administrators (LB1705-2286)	790	1,098
LC: Special Aspects of Education (LC8-6691)	8,277	7,817
Social Aspects of Education (LC65-245)	2,485	2,790
Types of education (vocational, multicultural, etc.) (LC980-1099.5)	773	968
Inclusive Education (LC1200-1203)	159	246
Education of special classes of persons (LD13-7501)	3,819	197

LD: Individual Institutions (United States) (LD13-7501)	129	364
P: Philology, Linguistics		
Language, linguistics theory, comparative grammar (P101-410)	1,347	8,031
Language acquisition (P118-188.75)	284	772

Core Books

Published in 2011 by the Association for College and Research Libraries (ACRL), the Standards for Libraries in Higher Education states that “libraries are encouraged to use existing institutional peer groups, where available, for comparisons” (ACRL, 2018). However, it can be quite difficult to compare the collection of an entire subject area from one institution to another. Therefore, for the purposes of this proposal, the holdings of the College of Charleston Libraries have been compared to both a select list of recommended academic titles in the field as well as the holdings of two peer institutions (Clemson University, a state peer with an extensive School of Education, and Appalachian State University, who offer similar programs in education). The select list of titles **(74)** were recommended by *Choice* magazine as Outstanding Academic Titles in the subject area of education between 2015 and 2021. *Choice* is published by ACRL and is a well-known quality resource for book selection in academic libraries.

Currently, the College of Charleston Libraries holds, or has access to **86.50%** of these titles **(64)**, either in print or as an eBook, recommended by *Choice* in their Outstanding Academic Titles series in education. Comparatively, Clemson University holds **48.6%** and Appalachian State University holds **82.4%** of the Outstanding Academic Titles in education identified between 2015 and 2021.

Core Journals

Access to quality journal titles is essential to any academic research. The College of Charleston Libraries currently has access to **20 of 20** titles ranked by [SCImago Journal & Country Rank](https://www.scimagojr.com/) (2021) (<https://www.scimagojr.com/>) as the top twenty journal titles in the field of Education. Additionally, the College of Charleston Libraries has access to **16 of 20** titles ranked by SCImago Journal & Country Rank (2021) as the top twenty journal titles in the field of Linguistics and Language. These are available through a mix of subscription and open access databases through the library's website, and in some cases print. The following is a sample of the SCImago top ranked journals held by the College of Charleston and the coverage available across the subject areas of Education and Linguistics and Language:

- **Review of Educational Research** (Print: 1989-2008; Electronic: 1931-present)
- **Journal of the Learning Sciences** (1991-2013)
- **Developmental Review** (Print: 1985-2004; Electronic: 1981-present)
- **Educational Evaluation and Policy Analysis** (1979-present)
- **American Educational Research Journal** (Print: 1964-1970, 1985-2008; Electronic: 1964-present)
- **Review of Research in Education** (1973-present)
- **Sociology of Education** (Print: 1985-2010; Electronic: 1963-present)
- **Journal of Teacher Education** (Print: 1960-1973, 1985-2004; Electronic: 1997-present)
- **Educational Research Review** (2006-present)
- **Child Development** (Print: 1930-1968, 1970, 1985-2007; Electronic: 1930-present)
- **Exceptional Children** (Print: 1959-1962, 1971-1981, 1985-2011; Electronic: 1988-present)
- **Journal of Educational and Behavioral Statistics** (1994-present)
- **Language Learning** (Print: 1985-2007; Electronic: 1997-present)
- **Studies in Second Language Acquisition** (Electronic: 1978-present)
- **Language Teaching** (Electronic: 2002-present)
- **Computer Assisted Language Learning** (Electronic: 1997-present)
- **Journal of Second Language Writing** (Electronic: 1992-present)
- **Journal of Memory and Language** (Print: 1985-2004; Electronic: 1962-present)
- **TESOL Quarterly** (Print: 1975, 1985-2009; Electronic: 1967-present)

A complete listing of journals accessible at the College of Charleston Libraries in the field of **Education** can be found here: https://pascal-cofc.primo.exlibrisgroup.com/discovery/jsearch?query=contains,dbcATEGORY.&tab=jsearch_slot&sortby=title&vid=01PASCAL_COFC:COFC&offset=0&journals=category,Social_Sciences%E2%94%80Education

Core Databases

The Library Research Guide for [Education](https://libguides.library.cofc.edu/education) (<https://libguides.library.cofc.edu/education>) does an excellent job pointing undergraduate, graduate students, and faculty and staff to the most commonly used titles and resources in the field of Education.

Core databases for education include the following:

- **ERIC (EBSCO).** Provides index and full-text to journal articles, government studies, books, dissertations, and other material on education and related fields. Covers 1966 to the present.
- **Education Full-Text (H.W. Wilson).** Provides comprehensive coverage of an international range of English-language periodicals, monographs and yearbooks.
- **Educator's Reference Complete (Gale OneFile).** Covers multiple levels of education from preschool to college and includes virtually every educational specialty, such as bilingual studies, health, technology and testing. Includes periodicals and US Department of Education reports.
- **Academic Search Complete.** Includes thousands of full-text journals and magazines, thousands of peer-reviewed journals, access to over 1,400 journals without an embargo, over 2,000 journals indexed in Web of Science and Scopus, and more.
- **Academic OneFile (Gale).** Comprehensive resource for serious academic research. Includes thousands of peer-reviewed and full-text journals in a wide variety of subjects.
- **ProQuest Dissertations & Theses Global.** World's most comprehensive international collection of dissertations and theses, spanning from 1743 to the present day.
- **Mental Measurements Yearbook with Tests in Print.** Comprehensive guide to thousands of contemporary testing instruments. Contains information essential for a complete evaluation of test products within diverse disciplines.
- **PolicyMap.** Leverage thousands of U.S. data indicators to perform demographic and socioeconomic analysis, from a neighborhood census block up to the national level. Users can also upload data and customize searches for their research and studies.
- **MAS Ultra - School Edition.** Designed specifically for high school libraries, this database provides full-text nearly 600 general interest and current events publications with information dating back as far as 1975 for key magazines. It also provides more than 500 full text pamphlets, 268 full text reference books, 82,968 biographies, 90,915 primary source documents, and an Image Collection of 107,135 photos, maps and flags.
- **Middle Search Plus.** Database provides full text for popular, middle school magazines. All articles are assigned a reading level indicator. Contains thousands of biographies, historical essays, and primary source documents.
- **Novelist K-8 Plus.** Provides information on fiction and nonfiction books for children and young teens, suggested book lists for several age groups, and Recommended Reads.
- **Primary Search.** Provides full text from popular magazines for elementary school research. All full text articles are assigned a Lexile reading level indicator.
- **Teacher Reference Center.** Provides indexing and abstracts for teacher and administrator journals and magazines to assist professional educators.
- **Social Sciences Full Text (H.W. Wilson).** Provides access to a wide assortment of the most important English-language journals published in the social sciences.
- **Professional Development Collection.** Contains high quality education journals and reports.
- **TumbleBook Library.** Includes independent reading, group activities, story time, lessons, and more.
- **Academic Video Online.** Provides unlimited remote access to more than 63,000 streaming videos. Includes scholarly video material of virtually every video type: documentaries,

interviews, performances, news programs and newsreels, field recordings, commercials, demonstrations, and original and raw footage.

Based on this evaluation conducted by the Collection Development Librarian for this proposal, the College of Charleston Libraries' holdings in the subject areas relating to language education across monographs, databases, and journals are sufficient to support this new graduate program in Multilingual Learners, especially considering that this new program only adds one additional clinical practice in ESOL education course to the existing courses available across early childhood education, language education, and foundations of education graduate curricula.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

In addition to library and learning resources a number of academic and student support resources are available to graduate students at the College of Charleston.

- **Information Technology:** A variety of computing resources are available to graduate students, including a COUGARS email account, student computing system assistance. A dedicated student Help Desk is available to students via email or telephone.
- **Center for Disability Services:** The College of Charleston is committed to ensuring that all graduate programs and services are accessible to a diverse student population. The center provides reasonable and effective accommodations to facilitate student learning, and offers educational opportunities to students, faculty and staff that enhance understanding the broad spectrum of disabilities and promote an environment of institutional respect for disabilities.
- **Office of Research and Grants Administration (ORGA):** ORGA is the central resource for information and assistance regarding major government agencies, foundations, and corporations which support research and scholarship. A dedicated staff is available to provide faculty, graduate students, and administrators with assistance in identifying extramural funding sources, developing funding and completing proposals, narratives and budgets, assuring compliance with federal and state regulations; negotiating grant awards and contracts; and administering funded projects.
- **Center for Student Learning (CSL):** CSL provides students with academic assistance to facilitate effective learning strategies. Supplemental instruction, study groups and study skills seminars are scheduled throughout each semester.
- **Career Center:** The Career Center is a multifaceted resource center with a goal of educating and assisting students in preparing for transition to the dynamic work environment.
- **Bookstore:** Barnes & Noble College Booksellers manages the College of Charleston Bookstore which houses an extensive selection periodicals, best sellers, and feature titles that reflect the breadth and depth of scholarship at the college.
- **Cougar Card Services:** All graduate students will receive a Cougar Card. This official College of Charleston identification card connects students to all campus resources.
- **Resource Coordinator:** The Resource Coordinator acts as an impartial party who gives guidance and/or explanations of policies and procedures for employees, faculty and students who encounter problems arising from the operation of the college and who request assistance in identifying the proper person, office, policy, or procedure that can best address their particular situation.
- **Dining Services:** A variety of dining options located throughout the College of Charleston campus are available to graduate students.
- **Attorney Assistance Program:** Up to one hour of legal services are available on a pro bono basis to students who face a variety of personal or financial legal difficulties.
- **Campus Recreation Services:** A number of fitness facilities and a swimming pool are available to students to enhance their overall physical wellness.
- **The Counseling Center:** The mission of the Counseling Center is to increase student psychological resilience and personal growth to support persistence and success in school.

- **Student Health Services:** The Student Health Service provides quality primary health care in an ambulatory setting. The center provides students with access to early diagnosis and treatment of the conditions which they have or develop while in attendance at the College, and promotes awareness of the importance of regular health maintenance.
- **Office of Victims Services:** Services are available to College of Charleston students whether the crime occurs on or off campus, or whether the student elects to file an official police report or not. Certified victim assistance specialists provide support for both short and long-term issues associated with trauma and victimization issues, and help students address issues related to the crime and its impact on the college experience.
- **Office of Institutional Diversity (OID):** The Office of Institutional Diversity offers education, training, resources, and support for all students, faculty, and staff. OID fosters and advocates for a globally diverse campus at the College of Charleston.

We do not identify any new student support services needed for the success of this program.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The College of Charleston's campuses have adequate space to support the MAT-MLP. Courses within the new MAT-MLP will be taught using our current Learning Management System (lms) for online coursework. No physical plant modifications are necessary to implement this program.

All classrooms and laboratories are equipped with projectors and computers for instruction, all of which are serviced, upgraded, and/or replaced on regular cycles. In 2020, cameras and microphones were added to all instructional and meeting spaces to facilitate and support virtual and hybrid instruction during the COVID-19 pandemic. We have a [Teaching and Learning \(https://tlt.cofc.edu/\)](https://tlt.cofc.edu/) instructional team to support faculty with technological implementation and course development for effective online education. We have a well-developed and robust Online Education development program to train and mentor faculty to teach online effectively. We have two graduate programs that have been 100% online for several years (the M.Ed. in Languages and the ESOL Graduate Certificate degree - to be renamed The Graduate Certificate in Multilingual Learners) that have allowed faculty to develop and hone their online pedagogical approaches to graduate education. The facilities and resources in place allow faculty to deliver asynchronous instruction from the classrooms and private faculty office spaces with all of the students participating remotely. The equipment was enhanced by the needs of the pandemic and provides the infrastructure for synchronous and asynchronous online instruction or lecture capture/recording capabilities in all classrooms and labs.

We do not identify any new physical resources or facilities needed for the success of this program.

Equipment

Identify new instructional equipment needed for the proposed program.

No new equipment is needed for the success of the proposed program.

Impact on Existing Programs

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

☐ Yes

☒ No

Table 11: Budget

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$96,390	\$96,390	\$344,250	\$344,250	\$447,525	\$447,525	\$447,525	\$447,525	\$447,525	\$447,525		\$1,783,215
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total		\$96,390		\$344,250		\$447,525		\$447,525		\$447,525		\$1,783,215
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries (Plus Fringe)	\$57,233		\$114,466		\$114,466		\$114,466		\$114,466			\$515,097
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (Overhead/Indirect Cost)	\$45,520		\$152,143		\$194,485		\$194,485		\$194,485			\$781,118

Total		\$102,753		\$266,609		\$308,951		\$308,951		\$308,951		\$1,296,215
Net Total (Sources of Financing Minus Estimated Costs)		-\$6,363		\$77,641		\$138,574		\$138,574		\$138,574		\$487,000

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

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The costs associated with the MAT-MLP are related to the implementation of the program. These costs include salaries and fringe for the faculty, marketing for the program, and all overhead/indirect costs that will be incurred. We anticipate a tenure-track assistant professor line associated with this program to teach many of the core courses in teaching multilingual learners and publish peer-reviewed research on the practice of teaching multilingual learners. The faculty line focused on multilingual learners will establish this program not only as the first of its kind in the state, but also as a model of scholarly excellence and prestige. As the first of its kind in the state, the MAT-MLP will be a thought leader in multilingual learner education and a model program for initial teacher certification and educator preparation in this state.

For assistance in the initial 3-5 years of the program, we will apply for a \$25,000 grant from the Lowcountry Graduate Center for [opportunity funds](http://lowcountrygradcenter.org/opportunity-funds/) (<http://lowcountrygradcenter.org/opportunity-funds/>) to support faculty stipend, administrative costs, and marketing costs associated with the launch of this new program. **This possible grant support has not been calculated into the budget at this time and any monies granted would help offset the initial start-up costs we anticipate in the first three to five years.**

Revenue from the program comes from the tuition funding from students.

The MAT-MLP will generate surplus revenue starting in its 2nd year. As detailed on the Financial Support page (see table 11), the revenue for the first four years is as follows:

- 1st Year - \$96,390
- 2nd Year - \$344,250
- 3rd Year - \$447,525
- 4th Year - \$447,525

By the second year, the MAT MLP will generate surplus revenue of \$77,641 and by the third year the program will generate annual surplus revenue of \$138,574. The MAT-MLP will attract students to our school and this will aid in increasing enrollment and revenue for the college. The program will be an interdisciplinary program of the School of Education and School of Languages, Cultures, and World Affairs and use the existing facilities and services.

Evaluation and Assessment

Table 12: Evaluation and Assessment

Program Objectives	Student Learning Outcomes	Methods of Assessment
1. Performance on Licensure Exams	Teacher candidates in the graduate Multilingual Learner Program demonstrate competence in pedagogical and linguistic knowledge for educators of multilingual learners by passing all Praxis examinations that are required for Multilingual Learners (currently ESOL) licensure in South Carolina.	<p>Each Praxis test serves as a method of assessment. These include:</p> <p>Measure 1:</p> <p>All Multilingual Learners teacher candidates will take and pass the Praxis examination entitled: 5362: English for Speakers of Other Languages (ESOL).</p> <p>Performance Target 1:</p> <p>85% of teacher candidates in the MLs program will pass the English for Speakers of Other Languages (ESOL) with a score of 155 or better.</p>

		<p>Measure 2:</p> <p>All Multilingual Learners teacher candidates will take and pass the Praxis examination entitled: 5625: Principles of Learning and Teaching PreK-12</p> <p>Performance Target 2: 85% of teacher candidates in the ML program will pass the Principles of Learning and Teaching PreK-12 Praxis with a score of 157 or better.</p>
2. Instructional Planning and Implementation	<p>Teacher candidates in the graduate Multilingual Learner Program demonstrate competence in the effective elements for planning, implementing, and assessing instruction of multilingual learners within the framework of state credentialing guidelines and The South Carolina Teaching Standards 4.0.</p>	<p>Measure 1:</p> <p>SLO (Student Learning Objective)</p> <p>Teacher candidates plan and teach a comprehensive, integrated unit during their clinical internship experience. Essential elements of the unit include contextual factors, objectives and correlated standards, pre- and post-assessments, data analysis, activities/strategies/materials/resources, analysis of student learning and reflection/self-assessment. A scoring rubric will be used to assess the competencies indicated.</p> <p>Performance Target 1:</p> <p>85% of teacher candidates are required to reach the "Exemplary" or "Proficient" level in all areas.</p> <p>Measure 2:</p> <p>SCTS</p> <p>The South Carolina Teaching Standards 4.0 (SCTS 4.0) includes comprehensive standards for 12 areas related to initial certification in MLP (ESOL). Each of our candidates must be rated as proficient or exemplary in this new method of assessment. A scoring rubric will be used to assess the competencies indicated.</p> <p>Performance Target 2:</p> <p>85% of teacher candidates are expected to obtain a rating of "3 - Proficient" or "4 - Exemplary" on all 12 standards.</p>
3. Multilingual learners content knowledge	<p>Teacher candidates in the graduate Multilingual Learner Program demonstrate competence in second or subsequent language development and acquisition within the framework of state and federal Title III requirements.</p>	<p>Measure 1:</p> <p>All graduate Multilingual Learner Program students will demonstrate literacy techniques adapted for ML Learners in the High Quality Lesson Plan assignment. The scoring rubric is used to assess the competencies indicated.</p> <p>Performance Target 1:</p> <p>85% of teacher candidates will reach a final rating of 3 on the assignment rubric.</p>

		<p>Measure 2: Graduate Multilingual Learner Program Students will demonstrate knowledge of state and federal requirements for compliance with Title III regulations through a Research Paper Assignment.</p> <p>Performance Target 2: 85% of teacher candidates must reach a final rating of "Exemplary (4)" or "Proficient (3)" on the assignment rubric.</p>
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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.

Assessment data are evaluated monthly in dedicated program meetings. Annually, or sooner as needed, goals are adjusted in order to meet the needs of students. Data is used to inform curricular decisions.

Accreditation and Licensure/Certification

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

☒ **Yes**

☐ **No**

The program will implement the TESOL National Standards that were accepted by CAEP in 2018. The core standards focus on the knowledge of language, sociocultural context, planning and implementing instruction, assessment and evaluation, and professionalism and leadership. The program will seek National recognition from the Specialized Professional Association (SPA) through implementation of the 2018 TESOL standards. This will begin as soon as the South Carolina Commission on Higher Education (CHE), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), South Carolina Department of Education (SCDE), and South Carolina State Board of Education approvals are reached.

The School of Education at the College of Charleston is currently accredited by CAEP.

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

☒ **Yes**

☐ **No**

Multilingual Learner certification (formerly known as ESOL certification). This is currently an add-on certification only requiring 15 credit hours. This program will give teachers greater experience and training in teaching multilingual learners. Passing scores on the Praxis II Principles of Learning and Teaching and the Praxis ESOL (5632) exam.

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

Students are prepared through a rigorous curriculum that includes a field placement course as well as a full-time student internship.

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

☒ **Yes**

☐ **No**

The program will implement the TESOL National Standards that were accepted by CAEP in 2018. The core standards focus on the knowledge of language, sociocultural context, planning and implementing instruction, assessment and evaluation, and professionalism and leadership.