To: Faculty Curriculum Committee  
From: Shawn Morrison, Associate Dean, LCWA, on behalf of the School of Education, Department of Teacher Education  
Date: March 1, 2012  
Re: Proposal for Foreign Language Education Cognate

Please accept the following request for a cognate major in Foreign Language Education.

Reasons for the request:

We currently offer certification for levels pre-kindergarten through 12th grade. The coursework required for this certification program is 30 hours, equivalent to a major. We are requesting that foreign language majors (Classics, French, German, and Spanish) receive appropriate recognition for their coursework, which would be a major in Foreign Language Education.

We currently designate these 30 hours of coursework as a secondary education minor. Since the coursework and certification are for pre-kindergarten through 12th grades, and since there are 30 required hours as part of the major, we believe it is both fair to the students and consistent with the other content certification programs to call this a major. Since this degree is for pre-kindergarten through 12th grade, it can not be called a secondary major; therefore, Foreign Language Education major is more appropriate.

Students could receive this cognate major only in conjunction with a language major in Classics, French, German, or Spanish.

Thank you.
I. CATEGORY OF REVIEW (Check all that apply)

X□ New Major Total # of hours: 30

Major: Foreign Language Education

Requested Program Acronym: EDFL

CIP Code: 13.1206

Proposed Date (Semester/Year) of implementation: Fall 2013

II. JUSTIFICATION

A. Statement of the purposes and objectives of the program.

Introduction

The College of Charleston seeks to change its current secondary minor to a Foreign Language Education major. This major will serve as a cognate to the content areas of language. To be awarded, this cognate education major will require the successful completion of an approved content major in Classics, French, German, or Spanish.

This major will incorporate second-language acquisition theories and methods to prepare students to teach languages at the pre-kindergarten through 12th grade level. The state of South Carolina grants certification for teaching languages at the pre-kindergarten through 12th grade levels for students completing this coursework and these degrees. Currently, we offer a 30 hour education minor for students majoring in Classics, French, German, and Spanish. Since its inception, this education minor has required sufficient credit hours to be considered a major. At the request of students participating in the program and with the support of the faculty, we requested on-campus approval for the language cognate major. Support was overwhelming from faculty in the School of Education, Health and Human Performance (EHHP) as well as in the departments of Classics, French, Francophone, and Italian Studies, German and Slavic Studies, and Hispanic Studies in the School of Languages, Cultures, and World Affairs. These programs are all accredited by the National Council for the Accreditation of Teacher Education (NCATE) as well as by their Specialty Professional Association (SPA), which is the American Council on the Teaching of Foreign Languages.

Because this program already exists as a minor, we are requesting no changes in curriculum, faculty, library, technology, or other resources. Our request is to change the title from minor to major so that the program completers are given credit for the academic work they have completed in education. To be explicit, the teacher education candidates will continue to complete their content major and the course and field work. All the work currently associated with the minor will be recognized as a cognate major in education. It is of utmost importance to the continuing development of the state and the nation for educational institutions to create pools of highly qualified teachers. This program will recruit, prepare, and support critically needed candidates who will successfully teach foreign languages in Pre-Kindergarten through Senior High Schools.

B. Statement of the centrality of the program to the mission of the institution.

The mission of the College of Charleston is to meet the growing educational demands of the Lowcountry, the state, and the southeast. This major is equivalent to other majors in the college in terms of hours, challenges, and standards. In order to align with the nomenclature of the other majors, it is necessary to name the work that
our teacher candidates do for what it is, which is a major. In addition to the certification granted by the state for their coursework, this major will identify our teacher candidates as being well-trained and knowledgeable in both of their majors: their language and their educational training.

C. Statement of the relationship of the proposed program to other majors at the College, the ways in which the new program supports the liberal arts tradition of the College, and describe any links across programs or disciplines.

Foreign Language Education candidates are already linked in to two disciplines: the liberal arts nature of the language, literature, and culture of their language major, and the theories and methods of second language acquisition and applied linguistics, along with other educational theories and applications. They complete a major in liberal arts and a major (currently called a minor) in education. The methods course and the internships are the two capstone experiences in which they combine their knowledge of both the language, literature, and culture, and how to teach them to American students. These are high impact learning activities in which everything they have studied in both majors is brought together.

D. Statement of need for the program in the state including but not limited to student demand or interest, anticipated employment opportunities for graduates (quantified to the maximum extent possible and including sources of data).

The Federal No Child Left Behind Act’s requirements have made staffing teaching positions even more difficult. In order to be classified as “highly qualified” a teacher must have at least an undergraduate degree in the content area, demonstrate content knowledge in each area taught, and be fully certified to teach.

The following information shows the need in the three local school districts for qualified foreign language teachers.

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Foreign Language teachers</th>
<th>Annual openings for Foreign Language teachers</th>
<th>Where are you recruiting teachers from?</th>
<th>Do you anticipate an increased need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charleston</td>
<td>69</td>
<td>3-4</td>
<td>College events and online</td>
<td>Yes, especially for Spanish teachers and those with experience in Title I schools.</td>
</tr>
<tr>
<td>Berkeley</td>
<td>26</td>
<td>5</td>
<td>Try to recruit from in-state colleges, but mostly unsuccessful</td>
<td>Yes, when the economic situation improves.</td>
</tr>
<tr>
<td>Dorchester 2</td>
<td>28</td>
<td>2-3</td>
<td>Many are from out of state and out of the country. There is not an adequate number of teachers locally.</td>
<td>Yes, especially for Spanish teachers. Also, as student enrollment increases the need will increase.</td>
</tr>
</tbody>
</table>
In addition to the need in the state for highly qualified foreign language teachers, the state of South Carolina has identified the need for teachers in the Action Plan. The CHE and colleges and universities in the state have identified the goals of adding a Bachelor of Science in Secondary Education for all the content majors. As of this point, all the other content majors have been approved for a secondary education cognate major. The languages are the last group at the College of Charleston to request approval for an education cognate, due to the fact that this cognate major is for the levels of pre-kindergarten through 12th grade.

The Action Plan has also identified the need for increased enrollment of males and minority groups in education; by identifying the course work taken at the College of Charleston as a double major, this will attract more male and minority students because they will have the double major instead of one major in languages with a minor in education. Other colleges and universities in the state have degrees in education with concentrations in the languages; our degree is already unique in that it is the equivalent of two majors. It has not been called a double major before, which may discourage students from pursuing the degree.

E. Description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in South Carolina, the region, and the nation.

This change does not lead to any additional duplication between area colleges and universities.

III. ENROLLMENT

A. Please state the admission criteria specific to the program (if any).

Students seeking admission to the College of Charleston Teacher Education Program must formally apply in the Office of Student Services and Certification. Until all the following requirements for admission to teacher education programs are met, candidates may not take any teacher education program courses except EDFS 201—Introduction to Education and EDFS 303—Human Growth and Development.

1. Completion of program-specified minimum number of general education requirements.

2. Minimum cumulative GPA of at least 2.5.

3. Passing scores on all three Praxis I tests or minimum SDE established SAT or ACT score.

4. Complete EDFS 201 with a grade of "C" or better.

5. Evidence of qualifications for teacher education program according to current Americans with Disabilities Act (ADA) requirements.

6. Three assessments of dispositions to be completed by:
   * One general education professor
   * EDFS 201 instructor
   * Someone knowledgeable about candidate's involvement with children/youth.

7. Supporting evidence:
   * Basic technology competency
   * Baseline self-assessment of knowledge, skills and dispositions related to the EHHP Teaching and Learning Standards.

Foreign Language Education Majors must also meet the following requirements in order to obtain this major:

1. Have the required GPA in their content major prior to beginning clinical practice.

2. Have a 3.0 in their EDFS courses prior to beginning clinical practice.

3. Have a 2.5 overall GPA prior to beginning clinical practice.
4. Successfully complete the requirements for their content cognate major (in Classics, French, German, or Spanish).

During clinical practice, content and skills that were developed and evaluated in previous courses and field experiences are further refined and evaluated. Successful completion of clinical practice requires that candidates demonstrate acceptable knowledge, skills, and dispositions as indicated in the Unit Assessment System.

Program completers and their employers are asked to supply data on the effectiveness these new teachers and their students during the second and fifth years of the professional career. These data are entered into the data management system, analyzed, and used for program improvement.

B. Please complete the Enrollment Table A and Table B below and provide a brief explanatory narrative of the process by which these estimates were made, including the pool or pools of students to be served.

Table A “Projected Total Enrollment” over five years should enumerate all students, including those who are already enrolled at the College, those who transfer into the new program from other majors, and those who are new to the institution and to the program.

Table B “Estimated New Enrollment” differs from Table A in that enrollments projected represent only new enrollments to the College as opposed to students enrolled in other programs who change their major. Table B should be used to estimate new costs and revenues attributed to the proposed program below.

Annual enrollments in the existing program have averaged 24 students over the last 10 years. We anticipate no significant change in enrollments with the change from a minor in Foreign Language Education to a cognate major in Foreign Language Education. Table A indicates projected enrollments and projected credit hours taken at the College, based on an average of 15 credit hours per student per semester (credit hours taken in the major are discussed in the cost and revenue comments below).

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>Credit Hours</td>
<td>Headcount</td>
</tr>
<tr>
<td>2013-14</td>
<td>24</td>
<td>360</td>
<td>24</td>
</tr>
<tr>
<td>2014-15</td>
<td>24</td>
<td>360</td>
<td>24</td>
</tr>
<tr>
<td>2015-16</td>
<td>24</td>
<td>360</td>
<td>24</td>
</tr>
<tr>
<td>2016-17</td>
<td>24</td>
<td>360</td>
<td>24</td>
</tr>
<tr>
<td>2017-18</td>
<td>24</td>
<td>360</td>
<td>24</td>
</tr>
</tbody>
</table>
The College of Charleston has limited enrollments of degree-seeking undergraduate students at the downtown campus to approximately 10,000. In that sense, no undergraduate major brings in "new students" that will increase overall enrollment, even while it may attract particular students to the College of Charleston who might not otherwise have attended. Because of that, as new majors are introduced, we continue our ongoing work of monitoring enrollments in all course sections and numbers of declared majors across campus to ensure that courses are scheduled efficiently and that faculty resources are reallocated as appropriate and necessary.

Even more importantly in the case of the proposed Foreign Language Education major, we expect that the students currently obtaining a Foreign Language Education Minor will be the same students who will complete this major. For these reasons, we indicate no new student enrollments for this major. We calculate the costs and revenue for the major courses based on the projected number of majors as in Table A.

<table>
<thead>
<tr>
<th>Table B. ESTIMATED NEW ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2013 - 14</td>
</tr>
<tr>
<td>2014 - 15</td>
</tr>
<tr>
<td>2015 - 16</td>
</tr>
<tr>
<td>2016 - 17</td>
</tr>
<tr>
<td>2017 - 18</td>
</tr>
</tbody>
</table>

IV. CURRICULUM (Note: Additional Information will be required for SACS notification)

A. Provide the COMPLETE curriculum for the proposed major, distinguishing between required and elective courses, and listed EXACTLY as it should appear in the catalog, including the catalog description to be included for the new major. Note pre-requisite courses where appropriate. Note any cognate courses or minors required to complete the proposed major (and attach the completed MINOR FORM for any new minors). Note any sequencing of courses or requirements in the program. Attach the completed COURSE FORM and a sample syllabus for each new course.

This Major cannot be granted if the content cognate major is not completed. The content cognate majors are in: Classics, French, German, and Spanish.

Cognate Major in Foreign Language Education Total: 30 credits

Comm 104: (3 credits) Public Speaking
EDFS 201: (3 credits) Introduction to Education
EDFS 303: (3 credits) Human Growth and Development
EDFS 326: (3 credits) Technology for Teachers
EDFS 330: (3 credits) Classroom management
EDFS 456: (3 credits) Teaching Strategies in the content area
EDFS 460: (12 credits) Clinical Practice Internship

The content cognate major in Classics (EDCL) consists of the following requirements: (42 - 48 credits)
CLAS 101 or HIST 231 Greek Civilization or Ancient Greece (PR: pre-modern and modern history, 6 cr. hours)
CLAS 102 Roman Civilization or HIST 232 (PR: pre-modern and modern history, 6 cr. hours)
LATN 201 (PR: Latin 102)
LATN 202
LATN 3xx
LATN 3xx
LATN 3xx
LATN 3xx

CLAS 401 Research Seminar in Classics
Three electives selected from the approved list of Classics Courses
Students must meet the following requirements prior to beginning their clinical internship.
GPA 3.0 in EDFS classes
GPA 2.5 in Classics
GPA 2.5 overall

The content cognate major in French (EDFF) consists of the following requirements: (33 - 45 credits)
FREN 313 French Composition and Grammar
FREN 314 French Conversation and Composition
One of: FREN 320 Survey of Francophone Literature, FREN 321 Survey of French Literature
One of: FREN 326 Survey of Francophone Civilization, FREN 327 Survey of French Civilization, 363 Advanced French Culture
One of FREN 320, 321, 326, 327, 363
FREN 341 Phonetics and Language Study
FREN 342 Advanced Grammar
FREN 4xx
FREN 4xx
FREN 4xx
FREN 4xx or FREN 495 Capstone
Students must meet the following requirements prior to beginning their clinical internship.
GPA 3.0 in EDFS classes
GPA 3.0 in French
GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in French.

The content cognate major in German (EDGE) consists of the following requirements: (27 - 39 credits)

GRMN 313 German Conversation
GRMN 314 German Composition and Grammar
One 400-level course
GRMN 3xx or 4xx
GRMN 3xx or 4xx
GRMN 3xx or 4xx
GRMN 3xx or 4xx
GRMN 3xx or 4xx
GRMN 3xx or 4xx
GRMN 3xx or 4xx

Students must meet the following requirements prior to beginning their clinical internship.
GPA 3.0 in EDFS classes
GPA 2.5 in German
GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in German.

The content major in Spanish (EDSH) consists of the following requirements: (36 - 48 credits)

SPAN 275 Spanish Skills Review
SPAN 313 Spanish Composition
SPAN 314 Spanish Conversation
SPAN 320 Introduction to Hispanic Literature
SPAN 344 Advanced Grammar and Lexicon
SPAN 381 Introduction to Spanish Linguistics

One course selected from: SPAN 322 Civilization and Culture of Spain I, SPAN 323 Civilization and Culture of Spain II, SPAN 326 Latin American Civilization and Culture I, SPAN 327 Latin American Civilization and Culture II, SPAN 329 Current Issues in Spain or the Spanish-speaking world.

Three courses at the 400 level including at least one in literature and one in linguistics.

Students must meet the following requirements prior to beginning their clinical internship.

GPA 3.0 in EDFS classes

GPA 3.0 in Spanish

GPA 2.5 overall

Students must complete the Oral Proficiency Exam in their final year and be rated at Advanced Low in order to receive this cognate major in Spanish.

Note: The content cognate majors are the same as the regular majors, with some specific required electives for Classics and French, specific GPA’s for all the content cognate majors, and with the requirement of the Advanced Low rating on the Oral Proficiency Interview for the French, German, and Spanish majors.

B. State the Student Learning Outcomes for the Program and provide a brief explanation of the assessments for each outcome. You may provide narrative to accompany the table.

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Teacher candidates prove their understanding of Language Acquisition Theories and Instructional Practices for students at the pre-kindergarten through 12th grade levels.</td>
<td>Teacher candidates complete lesson plans and activities that demonstrate their ability to apply language acquisition theories in their instructional practices. They complete language-specific lesson plans in their content-specific methods course during the last semester prior to the internship and in their internship. They meet the standards when they exhibit ease and flexibility in applying language acquisition theories to instructional practice, when they use a wide variety of strategies to meet the linguistic needs of their pK–12 students at various developmental levels, and when they exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.</td>
</tr>
<tr>
<td>2. Integration of Standards Into Curriculum and Instruction for pre-kindergarten through 12th grade.</td>
<td>Teacher candidates complete lesson plans and activities that demonstrate their ability to integrate the national student standards for foreign language learning in their instructional practices. They complete language-specific lesson plans in their content-specific methods course in the last semester prior to their internship and teach them during their internship. The lesson plans are evaluated by the foreign language education faculty. The goal areas and standards of the Standards for Foreign Language Learning and/or their state standards are the focus of all classroom activities that the candidates write.</td>
</tr>
<tr>
<td>3. Assessment of Languages and Cultures at the pre-kindergarten through 12th grade levels.</td>
<td>Teacher candidates create assessments of their students’ knowledge of languages and cultures during</td>
</tr>
</tbody>
</table>
their methods course and internship. These assessments demonstrate their students’ ability to communicate in the three modes and identify the practices, products, and perspectives of the cultures they are studying. Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances. Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents. The assessments are evaluated by the foreign language education faculty and cooperating teachers.

4. Evidence theoretical and practical understanding of the ways pre-kindergarten through 12th grade learners develop.

Teacher Candidates demonstrate understanding of human growth and development. They complete assessments in their mid-level education courses, EDFS 303, 326, and 330. They receive a least a “B” in each course.

Additional Outcomes or Comments:

Students meet the required standards in their education courses by receiving at least a “B” in each course.

They receive a rating of “met” on their ADEPT evaluations during their clinical internship.

They receive a rating of “met” on their integrated standards portfolio for the ACTFL/NCATE standards.

C. Provide a list of all new courses (with number and course title) along with a catalog description for each to be included in the new program. Attach the completed COURSE FORM and a sample syllabus for each new course.

No new courses.

V. FACULTY (Note: Additional Information will be required for SACS notification)

A. Please complete the following table (Table C) listing all faculty by name, rank, and academic qualifications of each person who will be involved in the new program.

<table>
<thead>
<tr>
<th>List Participating Faculty by Name and Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwenda, Mutindu</td>
<td>Ph.D.</td>
<td>Education</td>
<td>Yes</td>
</tr>
</tbody>
</table>
B. If new faculty or staff will be required to support the program, please provide a statement of the qualifications and experience necessary as well as a statement on when new personnel will be required.

No new faculty are required.

C. Please note any changes in teaching duties for existing faculty and staff associated with the new program and explain the extent to which re-assignments may necessitate new positions to fulfill former assignments.

No changes to current assignments and duties.

D. Provide a plan for professional development related to the proposed program, including but not limited to release time for research, consulting, or curriculum development.

No additional professional development needed.

E. Please complete Table D below showing for five years, the number (headcount) and full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program listing new and existing personnel separately.

Table D - Costs to the Institution and Sources of Financing

<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated Costs by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Program Administration*</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty Salaries ($65,000 + 30% benefits representing average cost for existing faculty)</td>
<td>$56,615</td>
</tr>
<tr>
<td>Source of Financing by Year</td>
<td>2023</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Estimated FTE Revenue**</td>
<td>$39,625</td>
</tr>
<tr>
<td>Tuition Funding</td>
<td></td>
</tr>
<tr>
<td>Other State Funding</td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing Funds (faculty salaries)***</td>
<td>$56,615</td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
</tr>
<tr>
<td>Other Funding</td>
<td></td>
</tr>
<tr>
<td>**TOTALS</td>
<td>$96,240</td>
</tr>
</tbody>
</table>

* Because of the small size of this program relative to other programs offered in Teacher Education and the fact that students in other programs share course sections, program administration, clerical support and the cost of supplies are absorbed into departmental functions and costs.

**Calculation of Estimated FTE Revenue ($401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds).

*** Existing faculty will continue to offer the courses required by this program, which is changing in name only.

VI. Space Requirements

A. What are the space requirements for the new program? To what extent can existing facilities be used to accommodate teaching and research requirements? Please provide a five-year space plan for the proposed program noting when existing space is used and when new space will be required.

No new space required.

B. Will modifications to existing facilities be required? Please explain in detail.

No modifications required.
VII. Equipment

A. Please note any equipment needed unique to the proposed program over the next five years.

No new equipment required.

VIII. Library Resources (Note: Additional Information will be required for SACS notification)

A. Provide a quantitative comparison of the College’s current holdings with a standard guide (such as the American Library Association’s Standards for College Libraries) in relationship to the new program being proposed.

B. Please provide a qualitative assessment of the library’s current holdings in view of the new program being proposed along with a quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions. (Note: The statewide higher education electronic library (PASCAL) should be included as part of the library’s resource base when making calculations of need for library resources for a new or modified program proposal and should be noted in the proposal narrative if so included.)

Marlene and Nathan Addlestone Library

Open in 2005, the Marlene and Nathan Addlestone Library is the main library for the campus. The building is three stories high and 145,000 sq. ft. The Addlestone Library provides seating for 1,400 patrons at tables, carrels, lounge chairs, 16 study rooms and two teaching labs. Students enjoy access to 260 computers, and wireless access throughout the building. The collections include more than 600,000 books, 200,000 e-books, 45,000 print and electronic journals, and 11,000 dvds and videos as well as 35,000 rare books and manuscripts. In 2010/11, there were 1.3 million visitors to the library which was open 329 days. A staff of 50—librarians, archivists, technologists and library assistants—provide students and faculty with a wide array of information and processing services.

Two hundred and sixty computers are available in the library that provide access to the myriad of national and international resources available over the Internet. All members of the College of Charleston community may use these computers; 12 are also available to researchers from other institutions as well as community members who are Friends of the Library. The library provides free Wi-Fi access.

The Addlestone Library was a charter member of PASCAL (Partnership among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in South Carolina, encompassing the research collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses.

The library provides access to many digital data bases, including:

**ERIC, the Education Resources Information Center** provides index and full text access to journal articles, government studies, books, dissertations, and other material on education and related fields. It combines citations of sponsored reports, from Resources in Education, and over 750 journals, from the Current Index to Journals in Education from 1966 to the present. The accompanying Education Resources Information Center (ERIC) online education database provides the public with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966 and more than 107,000 full-text non-journal documents (issued 1993-2004), are available for free as well.

**PAIS International Index** accesses policy-oriented literature (books, journal articles and U.S. and foreign government documents). International coverage of information about political, economic and social issues and events in specific countries is included. It covers 1972 to the present.
PsycINFO, the APA’s index of journals, books, dissertations, and reports on psychology and related fields, includes indexing from Psychological Abstracts and covers 1887 to the present. PsycINFO also contains links to full text articles from 42 journals published by the American Psychological Association from 1988 to the present.

Sociological Abstracts is an index to over 1,700 journals covering the international literature in sociology and related disciplines in the social and behavioral sciences. Also provides abstracts of books, book chapters, dissertations, and conference papers.

The College of Charleston has an ongoing commitment to broadening its curriculum by its strong support of area studies programs.

IX. Accreditation, Approval, Licensure, or Certification

A. If the proposed program is subject to specialized or professional accreditation please provide a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and what that accreditation or approval may be reasonably expected.

This program is currently approved by NCATE, the National Council for the Accreditation of Teacher Education, and ACTFL, the American Council on the Teaching of Foreign Languages. NCATE/ACTFL accreditation requires proof that the NCATE/ACTFL standards for teachers are being met in both education and content knowledge.

B. If graduates of the proposed program are subject to licensure or certification by any public or private agency, please provide a brief description of that process and of the ways in which the proposed program will ensure that such certification or licensure, if obligatory, can reasonably be expected to be achieved by graduates.

Our program completers are certified in the State of South Carolina. They complete their program at the College of Charleston, they pass the required Praxis I and II exams, and they complete the required assessments for ACTFL, including an Oral Proficiency Interview and other assessments of content and teaching knowledge. The standards for foreign language teachers are:

1. Language, Linguistics, Comparisons. 1.a Demonstrating Language Proficiency. 1.b Understanding Linguistics. 1.c Identifying language comparisons. 2. Cultures, Literature, Cross-Disciplinary concepts. 2.a Demonstrating Cultural Understandings. 2.b Demonstrating Understanding of Literary and Cultural Texts and Traditions. 2.c. Integrating Other Disciplines in Instruction. 3. Language Acquisition Theories and Instructional Practices. 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. 3.b. Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity. 4. Integration of Standards Into Curriculum and Instruction. 4.a. Understanding and Integrating Standards in Planning. 4.b. Integrating Standards in Instruction. 4.c. Selecting and Designing Instructional Materials. 5. Assessment of Languages and Cultures. 5.a. Knowing assessment models and using them appropriately. 5.b. Reflecting on assessment. 5.c. Reporting assessment results. 6. Professionalism. 6.a. Engaging in Professional Development. 6.b. Knowing the Value of Foreign Language Learning.

NOTE: For education programs that lead to initial teacher certification or to licensure/certification of other school personnel (e.g., principals, superintendents, and counselors), a concise but complete description of how the proposed program addresses national Specialty Professional Association standards and State Content Standards should be included.

X. State Articulation This section should contain a description of the ways the proposed program links to similar programs offered by other South Carolina institutions.

A. Please provide an explanation of an entry path for students from two-year institutions, as appropriate.

Students from two-year institutions will be admitted in the same way as other students; their general education courses will be transferred as appropriate, and they will take the required courses to complete our program.
B. Please highlight any collaboration with other state institutions or explain the lack thereof in this section.

No additional collaboration is necessary with other state colleges and universities; we collaborate with public schools in order to place our candidates as interns.

XI. Estimated Costs This section provides information on how estimated program costs will be covered.

A. Complete Table F below showing estimated annual costs for the first five years of the program and note the sources of funds to cover new costs. Sources of funds might include tuition generated by students in the program; reallocation of existing funds from institutional sources; federal funding; and/or grant funds. NOTE: Any new fees associated with the program must be approved by the Board of Trustees. In identifying sources of funds, program faculty should work closely with Academic Deans and Academic Affairs prior to the proposal submission.

Costs and Revenues

As indicated earlier in the proposal, students will continue to take 30 hours in the proposed major, as they did in the minor. While the hours taken by an individual student will vary by semester and year (with 15 hours in the senior year, for instance), the majors will be grouped more or less evenly by year (sophomore, junior, and senior) and thus the credit hours taken per student can be assumed to average 10 a year in calculations of revenue.

We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of hours per year for courses required by the major itself, (c) the estimated number of sections needed annually, based on an average section size of 20-25, and (d), the faculty required annually, based on an instructional load of 6 sections per year for EHHP faculty. (We do not provide cost and revenue estimates for the cognate major in languages since that is already in place.)

Table A (modified) — Projected Enrollments and SCH in Major Only

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Hours required by the major</th>
<th># of sections needed (average section size of 20-25)</th>
<th>Faculty required annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>24</td>
<td>240</td>
<td>4</td>
<td>0.67</td>
</tr>
<tr>
<td>2014-15</td>
<td>24</td>
<td>240</td>
<td>4</td>
<td>0.67</td>
</tr>
<tr>
<td>2015-16</td>
<td>24</td>
<td>240</td>
<td>4</td>
<td>0.67</td>
</tr>
<tr>
<td>2016-17</td>
<td>24</td>
<td>240</td>
<td>4</td>
<td>0.67</td>
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<tr>
<td>2017-18</td>
<td>24</td>
<td>240</td>
<td>4</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Cost and revenue calculations for business courses required by the major are based on the table above.

Table F - Costs to the Institution and Sources of Financing

<table>
<thead>
<tr>
<th>Category</th>
<th>1st</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration*</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty Salaries ($65,000 + 30% benefits representing average cost for existing faculty)</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$283,075</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Personnel*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Materials*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$283,075</td>
</tr>
</tbody>
</table>

**Sources of Financing by Year**

<table>
<thead>
<tr>
<th>Estimated FTE Revenue**</th>
<th>$39,625</th>
<th>$39,625</th>
<th>$39,625</th>
<th>$39,625</th>
<th>$39,625</th>
<th>$198,125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing Funds (faculty salaries)**</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$56,615</td>
<td>$283,075</td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$96,240</td>
<td>$96,240</td>
<td>$96,240</td>
<td>$96,240</td>
<td>$96,240</td>
<td>$481,200</td>
</tr>
</tbody>
</table>

* Because of the small size of this program relative to other programs offered in Teacher Education and the fact that students in other programs share course sections, program administration, clerical support and the cost of supplies are absorbed into departmental functions and costs.

**Calculation of Estimated FTE Revenue ($401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds).**

*** Existing faculty will continue to offer the courses required by this program, which is changing in name only.

B. What are the contingency plans in case required resources do not materialize?

No contingency plans are needed; all costs come from tuition.
Existing faculty will continue to offer the courses required by this program, which is changing in name only.

B. What are the contingency plans in case required resources do not materialize?

No contingency plans are needed; all costs come from tuition.

XII. Approval and Signatures

1. Signature of Department Chair (s) or Program Director(s):

   [Signature]

   Date: 1/13/12

   Date: 

2. Signature of Academic Dean (s):

   [Signature]

   Date: 1/12/12

   Date: 

3. Signature of Provost:

   [Signature]

   Date: 3/8/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Budget Committee Chair:

   [Signature]

   Date: 

6. Signature of Academic Planning Committee Chair:

   [Signature]

   Date: 

7. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

   Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
**Curriculum map:** Foreign Language Education Major Cognate

*Note: I, R, and D describe the students’ experiences with the learning outcome. I = Student Introduction to the learning to occur; R = Student Reinforcement of the learning; D = Student Demonstration that learning has occurred. Every course should contribute to at least one learning outcome.*

<table>
<thead>
<tr>
<th>Course</th>
<th>1. Teacher candidates prove their understanding of Language Acquisition Theories and Instructional Practices for students at the pre-kindergarten through 12th grade levels.</th>
<th>2. Integration of Standards Into Curriculum and Instruction for pre-kindergarten through 12th grade.</th>
<th>3. Assessment of Languages and Cultures at the pre-kindergarten through 12th grade levels.</th>
<th>4. Evidence theoretical and practical understanding of the ways pre-kindergarten through 12th grade learners develop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm 104</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFS 201</td>
<td></td>
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<td>EDFS 303</td>
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<tr>
<td>EDFS 330</td>
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<td>R</td>
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</tr>
<tr>
<td>EDFS 456</td>
<td>R</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<td>EDFS 460</td>
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<td>D</td>
<td>D</td>
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<tr>
<td>Internship</td>
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