April 15, 2015

Ms. Christine L. Mee
Executive Director, Institutional Research, Assessment, and Analysis
Coastal Carolina University
P. O. Box 261954
Conway, SC 29528

Dear Ms. Mee:

Thank you for your letter of October 17, 2104, to the Commission transmitting a prospectus for the Graduate Certificate program in English for Speakers of Other Languages (ESOL), effective fall 2015. Additional information was requested by the Commission via email; the response has been added to the original letter.

The five-course, 15 semester credit hour program is intended to fill the educational requirements for ESOL certification, primarily for South Carolina’s elementary and secondary education teachers. The program will complement the institution’s existing master’s degree offerings in education and writing. Approximately 15 new students are projected to enroll each year. The program will be delivered either face-to-face, online, or in a hybrid format, depending on demand (the institution is approved to offer 50% or more of a program by distance learning). The program is intended to be a permanent addition to the institution’s offerings. The initial cohort is expected to enroll in fall 2015.

We accept notification.

Faculty members participated in the curriculum development and the program’s need assessment. Sufficient demand to support the program is based on a survey of prospective students, stated demand from school districts in the institution’s service area, and quantitative evidence of current and growing unmet needs for teachers with ESOL expertise and credentials. The program appears to be consistent with the institution’s mission. The South Carolina Commission on Higher Education approved the program in June 2014.

Learning objectives of the program are in place and are consistent with state licensure requirements and discipline-specific accreditation expectations. Learning objectives are tied to each course in the curriculum. The institution has an established institutional effectiveness function and the proposed program should be readily incorporated into existing evaluation processes. All institutional policies and requirements apply without exception to the program. The program is under the direct supervision of the coordinator of literacy programs. Courses appear to conform to usual and customary practices for awarding academic credit. The five required courses, three credit hours each, are as follows:

- Applied linguistics for ESOL teachers
- ESOL curriculum design and materials development
Principles of strategies for teaching ESOL to elementary and secondary learners
• Teaching reading and writing to limited English proficient learners
• Testing and assessment for language minority students

Three faculty members – Professors Andrei, Cherne, and Ellerbe – will teach each of the courses. Two of the faculty members are full-time, one is part-time. All hold a doctoral degree in the discipline. Courses will be taught as part of regular teaching assignments, consistent with established policy. The faculty members appear to be qualified to teach the courses assigned. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review teams who will assess the program as part of the institution’s next SACSCOC accreditation review.

Library and learning resources appear adequate to support ESOL graduate instructions. Discipline-specific resources were described and assessed relative to the learning and research needs of the program. Electronic titles are up-to-date and access is readily available. Additional titles to support the program have been identified and purchases are planned and budgeted. Interlibrary loan provisions provide access to statewide resources. Training is available for students to learn what information is available and how it may be accessed.

Students will have access to all of the institution’s support services. If the program is delivered online, alternate access to services is available for those who are not on the institution’s main campus. The Office of Graduate Studies offers services and support specifically to students enrolled in graduate programs. Services include academic advising, career services, computing services, counseling services, disability and access services, distance learning support, enrollment services, financial aid, graduate admissions, graduate assistantships, graduate research opportunities, health services, housing, recreation, and veterans’ services. Student support services appear to be adequate.

The institution’s current physical resources can accommodate the proposed program. Face-to-face instruction will be in the College of Education Building. Distance learning technology, if needed, is available. Classrooms and collaborative learning space are available. Classrooms are equipped with standard hardware and presentation technology. Internet service, computer labs, and a video studio are available. No additional physical resources are required.

The program will be delivered by existing faculty members. Additional courses will be accommodated in faculty members’ teaching assignments in a manner consistent with the institution’s workload policy. No new faculty members are needed to support the program at 15 new students per year. A five year revenue and expense budget was provided. Faculty, administrative, and support staff salaries and benefits are planned. Allowances are made for nominal operating costs. A modest allowance for additional library resources is included. Revenue is entirely from projected tuition; the program is dependent on no other sources of income. If enrollment projections are met, the program will be in positive cash flow in each of its initial five years of operation. A contingency plan is in place should alternate financing be necessary,
including access to institutional-level funds from state appropriations and fees. Financial planning and resources appear to be adequate.

The assessment plans, previously mentioned, appear to be adequate. The institution's assessment and continuous improvement process appears to be well-established. The proposed program can be readily incorporated into existing assessment processes.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Graduate Certificate program in English for Speakers of Other Languages. It was the decision of the Board to approve the program and include it in the scope of the current accreditation.

Enclosed is an invoice for $500 to help defray the cost of reviewing the prospectus.

Best regards,

Belle S. Wheelan, Ph.D.
President

BSW/KWS:iy

Enclosure

cc: Dr. David A. DeCenzo, President
     Dr. John S. Hartt
June 6, 2014

MEMORANDUM

To: Dr. Ralph Byington, Provost and Senior Vice President for Academic and Student Affairs, Coastal Carolina University

From: MaryAnn Janosik, Ph.D., Director of Academic Affairs

CHE received a request (attached) dated May 15, 2014, to add a 15 credit hour post-bachelor's certificate in English for Speakers of Other Languages (ESOL) at Coastal Carolina University. The implementation date is Fall 2015 and the delivery will be blended instruction.

The CIP Code is 131401 and the Site Code is 85500 (Blended Distance Education and Traditional On Campus).

Please review this information and let us know if we have misinterpreted your information as this change, as stated, will be reflected in the Commission’s Inventory of Academic Programs and the document will be placed in the permanent program file.

cc: Ms. Mary Hipp, SC Department of Education
    Dr. Don Stowe, SC Department of Education
    Dr. John Beard
    Inventory File
    MIS File
    Program File