



College of Charleston

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NOTES/COMMENTS:



College of Charleston

66 George Street
Charleston, South Carolina 29424-0001

P. George Benson
President

November 1, 2007

Dr. Gail M. Morrison, Deputy Director and Director of Academic Affairs
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Gail:

The College of Charleston is submitting a new program proposal requesting that the Secondary Education minor become a Bachelor of Science degree in Secondary Education. Since its inception, the secondary minor has required sufficient credit hours to be considered a major. At the request of students participating in the programs, and with the support of the faculty, we request approval for the secondary major on campus. 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. We are submitting the attached program proposal for your consideration and review.

We are excited about the proposed Bachelor of Science degree in Secondary Education and hope that the review from the Commission staff will be favorable. We appreciate your consideration and assistance in this endeavor.

With best regards,

P. George Benson

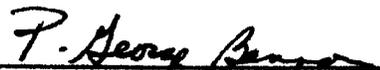
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New Major Program

**Submitted to the
South Carolina Commission on Higher Education**

**by the
College of Charleston**

**for the
Secondary Education Major**



**P. George Benson, President
College of Charleston**

November 1, 2007

Name of Institution:	The College of Charleston
New Program Proposed:	Secondary Education Cognate Major
Academic Unit Involved:	School of Education Health and Human Performance (EHHP)
Degree:	Secondary Education Cognate Major
Proposed Date of Implementation:	As soon as approved, Preferably Fall, 2008
Hours Required:	33
CIP Code:	13.205

Introduction

The College of Charleston seeks to change its current secondary minor to a major. Currently, we offer a 33 hour secondary education minor for students majoring in Biology, Chemistry, Physics, Mathematics, Social Sciences (History, Political Science, and Sociology), and English. Since its inception, the secondary 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 secondary cognate major. Support was overwhelming from faculty in the School of Education, Health and Human Performance (EHHP) as well as in the other schools with secondary content majors (School of Sciences and Mathematics and School of Humanities and Social Sciences). These programs are all accredited by the National Council for the Accreditation of Teacher Education (NCATE) as well as by the respective Specialty Professional Association (SPA).

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 secondary education. To be awarded, this cognate secondary education major will require the successful completion of an approved content major.

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 for secondary school classrooms. This program will recruit, prepare, and support critically needed candidates who will successfully teach in secondary schools.

Justification

P-12 schools throughout the region and the state are experiencing significant shortages in teachers qualified to teach high school content areas: science,

mathematics, English and social studies. Teaching positions in these areas continue to be categorized as areas of "critical need" by the South Carolina State Department of Education, meaning that the need for qualified individuals to teach in these areas is dramatic. School districts are often desperate to fill high school content teaching positions. Positions are filled by individuals who are becoming certified through SC's Program for Alternative Certification for Educators and other alternative routes, but are not yet fully qualified.

The Federal No Child Left Behind Act's requirements have made staffing teaching positions even more difficult. The law identifies secondary teaching as a Core Academic Subject and requires that all such teachers are "highly qualified." 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 true strength of the cognate major comes from enabling teacher education candidates to embrace their liberal arts undergraduate experience, focus on their content area (biology, chemistry, English, mathematics, physics, or social studies) and develop their pedagogical knowledge and skills. The content major plus the secondary cognate major will give our teacher education candidates full recognition of their extensive work in carrying the credits for a double major. Our students have requested and our faculty concur that they deserve the recognition for both components of their teacher education program. Having a double major will recognize both the content and pedagogical knowledge and skills in these rigorous, nationally recognized programs.

- Formal communication between the Dean of the School of Education and the Provost at The Citadel shows that there is no duplication because cadets are not allowed to participate in College of Charleston undergraduate coursework and vice versa.

We want to remain among the leaders in secondary education, and our research has revealed that the trend is for secondary education teachers to earn a double major. Samples of institutions with populations similar to ours who have already made this change are James Madison University, University of Georgia, University of South Florida, Keene State College, and Bethel University. We need more highly qualified secondary teachers in South Carolina. Data from James Madison indicate that their number of freshman who declared secondary education more than doubled following their change to a double major. They were graduating two to three people per year, and they had 17 new admits for Fall Semester 2007.

We wish to elevate the level of the teaching profession in the view of both teachers and other professionals. Survey of our faculty and students indicate that having a double major will assist in this goal. The College of Charleston has long been dedicated to providing a high quality, rigorous education with strong

emphasis on the liberal arts to students enrolled in both its undergraduate and graduate programs. All of the undergraduate programs that prepare future and practicing teachers at the College of Charleston are nationally recognized and accredited through the appropriate NCATE SPA's and the SC Department of Education. The cognate major in secondary education aligns with the College of Charleston's mission to "meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast." (College of Charleston Mission Statement, 2005).

As evidenced by successful national accreditation and recognition, EHHP has a solid reputation for implementing successful teacher education programs.

ENROLLMENT

Admissions Criteria

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.

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.

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.

Projected Total Student Enrollment

As a result of creating a double major, we expect increased enrollments in our secondary teacher education program. The table below is a conservative estimate of growth based on data from our aspirational peer institution, James Madison University.

Year	Fall	Spring	Total
2008	10	20	30
2009	12	20	32
2010	20	20	40
2011	20	20	40
2012	20	20	40
Five year totals	82	100	182

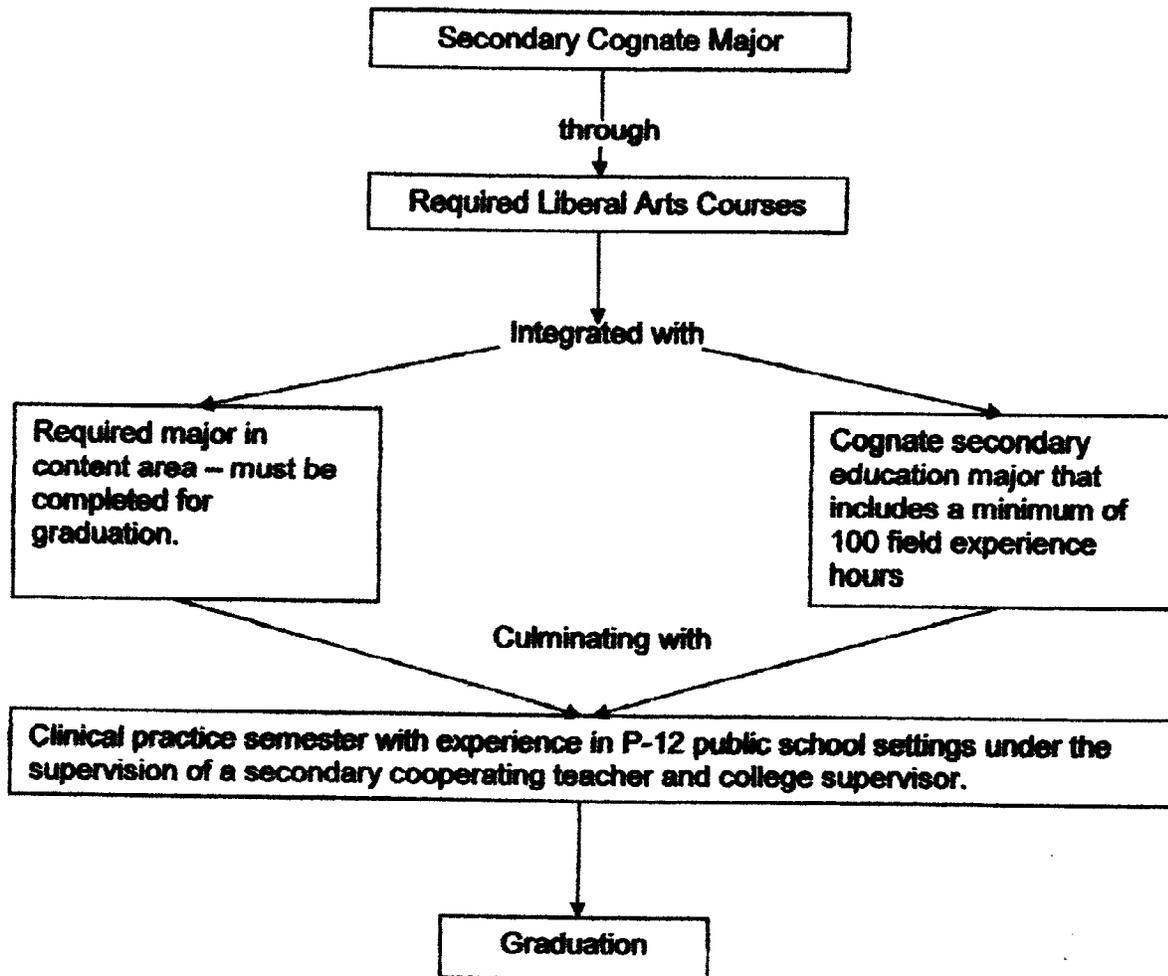
The number of credit hours/program is based on the expectation that each full-time student will register for a full load of courses each semester. The programs can be completed within the usual range of credit hours for four-year programs at the College of Charleston.

PROGRAM	LIBERAL ARTS CORE CREDIT HOURS	CONTENT MAJOR CREDIT HOURS	COGNATE SECONDARY MAJOR CREDIT HOURS	TOTAL PROGRAM CREDIT HOURS
BIOLOGY	59	34	33	126
CHEMISTRY	59	34	33	126
ENGLISH	59	33	33	126

MATH	59	39	33	131
PHYSICS	59	34	33	126
SOCIAL STUDIES	59	39	33	131

Curriculum

Curriculum is constructed to build upon comprehensive content knowledge. Curriculum for the program consists of a set of liberal arts core courses, content major courses and secondary cognate major courses. Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their specialty area including a semester long clinical practice capstone. The diagram below illustrates the program.



Required Coursework

Courses in the secondary cognate major are:

EDFS 201 Introduction to Education
 EDFS 303 Human Growth and Educational Procedures
 EDFS 326 Introduction to Educational Technology
 EDFS 330 Classroom and Behavior Management
 EDFS 345 Introduction to Education of the Exceptional Child
 EDFS 455 Literacy and Assessment in the Content Areas
 EDFS 456 Teaching Strategies in the Content Areas
 EDFS 460 Clinical Practice

The total credit hours for the secondary cognate major is 33.

There is no need to phase in the major because it already exists as a minor. There is absolutely no change in the requirements. The content major coursework is already in place and is already listed at the College of Charleston.

Course Descriptions:

*Indicates 25 hours of pre-clinical internship field placement hours are a required part of the course.

The SC Department of Education evaluation process, ADEPT (Assisting, Developing, and Evaluating Professional Teaching) is introduced in EDFS 201 and integrated throughout the coursework and in field experiences. ADEPT is used as one component of the Unit Assessment System to evaluate candidates in clinical practice. Additionally, the knowledge and skills associated with the EEDA (Education and Economic Development Act) are integrated throughout the coursework leading to clinical practice and also in clinical practice.

EDFS 201 Introduction to Education (3)

A survey of the American public school system with emphasis on current trends and issues, the development of teaching as a profession, organization and control of the schools, and the history of education.

EDFS 303 Human Growth and the Educational Process (3)*

This course provides an introduction to the general principles of lifelong human growth and development and their relation to the educational process. An emphasis will be placed on physical, social, intellectual, and emotional development and their interaction with educational variables.

EDFS 326 Introduction to Educational Technology (3)*

This is an introductory course for pre-service teachers using technology in the classroom. Students become familiar with application software such as word

processing, database, spreadsheet, hypermedia, desktop publishing, telecommunications, and learn to evaluate hardware and software.

EDFS 330 Classroom and Behavior Management (3)*

Course designed to enable candidates to implement positive management techniques in their classrooms. Focuses on principles and procedures underlying effective social and academic development and the use of positive motivational methods with children and youth.

EDFS 345 Introduction to Exceptional Children and Youth (3)

An introduction to programs, problems, and procedures related to working with children and youth who are exceptional mentally, physically, or emotionally. Focuses on children and youth who have problems of vision, hearing, speech, as well as those with physical and neurological difficulties. Attention is also given to recent research and timely issues dealing with students with exceptionalities and special education programs.

EDFS 455 Literacy and Assessment in the Content Areas (3)*

Course emphasis knowledge and skills secondary teachers need to 1) understand reading, writing and thinking processes at various instructional levels, and 2) make connections between assessment and instruction. Practical application is stressed in delivery of content-specific literacy instruction; preparation, use and interpretation of teacher-made assessments; and use of standardized tests and interpretation of results.

EDFS 456 Teaching Strategies in the Content Area (3)*

An in-depth, content-specific study of the theory and practice of teaching for secondary education students. The course reflects the current state and national teaching standards. It teaches practicum students to be reflective practitioners. Candidates must register for a section corresponding to their academic major.

EN: English

SC: Science

SS: Social Studies

MA: Mathematics

EDFS 460 Clinical Practice (12)

We have a multi-layered supervisory model. The model has an intended redundancy to ensure that our candidates are thoroughly supervised by quality educators. We start with certified, cooperating teachers and the college supervisor who are responsible for the day-to-day observations of the candidates. Second, the department chair at the assigned high school observes the candidate at least one time and consults with the cooperating teacher and college supervisor as needed. Third, another administrator at the school, from the candidate's content area observes the candidate at least once. Fourth, a

secondary education faculty member observes the candidate at least one time and if the secondary faculty member is not content specific he or she consults with the content area specialist. The specialist can be called for a visit when questions arise. Teachers from the specialty area can be consulted if an issue of faulty or questionable content arises when the candidate is in the public school classroom. The college supervisor reviews all observation and feedback and observes a minimum of six times and provides feedback as well. The college supervisor and cooperating teacher, as a strong team, coordinate observations from all others and provide feedback to the teacher education candidate.

The secondary education program uses the NEAT Procedure, a four-step process to assist secondary education students who are experiencing difficulty in the program. The NEAT Procedure is a due process practice that **Notifies, Explains, Assists, and establishes a Timeline** (Ruetter, 1985 & Data Research Incorporated, 1994). By adopting the NEAT Procedure, the secondary education program adheres to the following steps: (1) every candidate is routinely evaluated for both academic and clinical functioning; (2) if a problem is identified, the candidate is so advised (i.e. given adequate notice), preferably in writing; (3) a candidate is advised of the consequences if a problem is not corrected and a remediation plan is developed, again preferably in writing; and (4) candidates with academic or clinical weaknesses are given an opportunity to provide supporting evidence on their behalf.

FACULTY

New Faculty

Faculty members are already in place because the program is currently a minor with all the requirements of a major. With the increase in student numbers the course sections will be filled. Thus, no new faculty will be required.

Changes in Assignment

The faculty members are expected to remain actively engaged in their respective undergraduate programs. Teaching schedules for the ten faculty members serving the program each semester are expected to remain the same.

Faculty Development

All program faculty are expected to pursue active programs for professional growth that may include, but are not be limited to, research, consulting, conferences, and curriculum development, grant writing, meeting attendance, research and performance presentations, and professional leadership. Funding is already in place to support all current EHP faculty members in these endeavors.

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	Curriculum and Instruction Science Education Clinical Supervision	Yes
Professor #2	Ph.D.	Exceptional Child	Yes
Visiting Assoc. Professor #1	Ph.D.	English and Urban Education Clinical Supervision	Yes
Assoc. Professor #1	Ph.D.	English, ESOL Education, and Reading in the Content Area Clinical Supervision	Yes
Assoc. Professor #2	Ph.D.	Educational Research, Reading in the Content Area, English and Technology Education Clinical Supervision	Yes
Assoc. Professor #3	Ph.D.	Social Foundations and Mathematics Education Clinical Supervision	Yes
Assoc. Professor #4	Ed.D.	Technology and Social Studies Education Clinical Supervision	Yes
Assoc. Professor #5	Ph.D.	Educational Foundations	Yes
Assoc. Professor #6	Ph.D.	Gifted Education and Human Growth and the Educational Process	Yes
Instructor #1	M.Ed.	Classroom and Behavior Management, EEDS	Yes

Unit Administration and Faculty Support

The institutional definition of the full-time equivalents was used to complete the chart below. Twelve contact hours each term or 24 for the academic year constitutes one FTE.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
08 - 09	0	0	10	2.0	10	2.0
09 - 10	0	0	10	2.0	10	2.0
11 - 12	0	0	10	2.0	10	2.0
12 - 13	0	0	10	2.0	10	2.0
13 - 14	0	0	10	2.0	10	2.0

It takes ten faculty members at .25 each to teach the course sections for this program. The courses will be filled if the enrollment projections are met. Clinical supervision needs can be met with adjunct faculty.

Physical Plant

The College of Charleston's campus has ample space to support the secondary cognate major. No physical plant modifications will be necessary to implement this program. However the EHHP has new and renovated facilities which significantly increase and enhance its presence on the College of Charleston campus.

The EHHP utilizes several buildings on campus for classroom and office space and will continue to accommodate the faculty members and students. The Volpe Center for Teaching and Learning, dedicated in the fall of 2005, houses eight renovated classrooms devoted to teacher education. The classrooms include state-of-the-art educational technology.

Equipment

No new equipment needs are anticipated.

Library Resources

The Addlestone Library resources that currently exist at the College of Charleston are adequate. The College of Charleston consistently updates its library holdings in all areas. The library holdings have been and will continue to be sufficient for the secondary education cognate major. The new EHHP facilities also contain curricular materials in the Curriculum Resources Lab.

Accreditation, Approval, Licensure, or Certification

The secondary cognate major is already approved by the State Department of Education and accredited by the content specific SPA with coursework that addresses national specialty professional association standards as well as the South Carolina curriculum standards.

National accreditation content areas are:

English: National Council of Teachers of English
 Mathematics: National Council of Teachers of Mathematics
 Science: National Science Teachers Association
 Social Studies: National Council of Social Studies

The College of Charleston's School of Education, Health, and Human Performance was initially accredited by NCATE in 1998 and was recently reaccredited in the spring of 2005. Accreditation reviews occur every seven years.

The NCATE accreditation process determines whether school and colleges meet demanding standards for the preparation of teachers and other professionals in school settings. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Graduates of this program must meet the state's requirements for teacher certification in order to be officially licensed to teach. To be certified, graduates must:

- Submit a transcript to the South Carolina Department of Education demonstrating a degree earned from an approved teacher education program.
- Pass the Praxis II Content Exam
- Pass the Praxis Principles of Teaching and Learning Test.

Estimated Cost

There are no new costs associated with changing from a minor in secondary education to a cognate major.

Program Administration

The Department of Foundations, Secondary and Special Education (EDFS) Department Chair, a College of Charleston faculty member, and the EHHP Dean will administer the program, supported by the College's Vice-President for Academic Affairs and Provost.

Faculty Salaries

The existing faculty members' salaries will be maintained.

Staff Salaries

No new staff will be required. The departmental assistant will continue in her duties.

Other

None