

New Program Proposal

Secondary Education “Cognate Major”:

Secondary Education and Mathematics

Secondary Education and English

Secondary Education and Biology

Secondary Education and Chemistry

Secondary Education and Physics

Secondary Education and Social Sciences (History, Political Science, Sociology)

College of Charleston

Summary

The College of Charleston requests approval to offer a program leading to the Bachelor of Science degree in Secondary Education as a “Cognate Major” to be implemented in Fall 2008. A “cognate major,” according to the College, is a major which cannot stand alone; it must be selected as a second major in conjunction with a major in one of the teaching disciplines.

The proposal was submitted to the Commission on November 8, 2007. It was approved by the College of Charleston’s Board of Trustees on January 11, 2008. The proposal was reviewed by the Advisory Committee on Academic Programs without substantive comment, and approved unanimously on January 17, 2008.

According to the proposal, the purpose is to offer a major in Secondary Education that must be taken in conjunction with a second major in the content areas of Biology, Chemistry, English, Physics, Mathematics, and Social Sciences (History, Political Science, and Sociology). The College of Charleston already currently offers the identical secondary education program as a “minor” or “concentration” and now requests approval to call the program a “major” given the required number of credits (33).

The need for the program, according to the proposal, is based on student demand for a “dual major” in Secondary Education (along with a content area major) as a precondition for going into the field of secondary education. According to the proposal, the content major plus the secondary education “cognate major” will both give the teacher education candidates full recognition of their extensive credit hours in both majors and, by so doing, will result in a large increase over time in the College’s number of secondary education graduates. This proposal represents in essence a

change in titling for better marketing of what has been offered for many years. At the time of the Advisory Committee meeting on January 17, 2008, the representative from College of Charleston responded to staff questions affirming that this change of titling will result in significantly more persons willing to enter the profession of secondary education within the next five years.

According to the proposal, there is a trend for secondary education teachers to earn a double major in both the content and secondary education. The proposal cites James Madison University (Virginia – public), University of Georgia (Georgia – public), University of South Florida (Florida – public), Keene State College (New Hampshire – public) and Bethel University (Minnesota – private) as institutions with similar populations to the College of Charleston that have implemented a “double major” in secondary education and the content area. Staff efforts to communicate with representatives from the cited institutions indicate only two institutions (i.e., Keene State College and University of Georgia) are awarding a double major in both the content areas and secondary education.

Students at James Madison University cannot graduate with an undergraduate degree in education. They must major in the content area with a minor in Pre-Professional Studies in Education and then complete a MAT in Secondary Education. The University of South Florida has an undergraduate degree program in secondary education with concentrations in the content area. Bethel University has degree programs in math education, English education, science education and social studies education.

Representatives from Keene State College confirmed that student enrollment has increased in English, social studies and mathematics since the implementation of a double major in both content and education but have also affirmed that enrollment remains low in science and education. Thus, staff could not confirm that a “trend” toward a double major exists as the proposal asserts although clearly the “best practice” thinking of the moment as embedded in No Child Left Behind (NCLB) and other reports calls for a “major in the discipline.”

The curriculum of the proposed major consists of a minimum of 33 credit hours of coursework in education, 33-39 credit hours in the content major, and 59 hours in the liberal arts core curriculum for a total of 125–131 total credits. The minimum number of credits required for degree completion will vary according to the discipline. No new courses will be added to the catalog of the institution.

Similar secondary education programs in public institutions are found in five institutions (Lander University, Francis Marion University, Winthrop University, The Citadel, and South Carolina State University) that currently offer a degree program in the content area with concentrations in secondary education. Three institutions (USC-

Aiken, USC-Upstate, and Clemson University) offer degrees in secondary education with concentrations in the content area. Likewise, similar programs are also offered in sixteen of South Carolina's independent institutions. In addition, a Masters of Arts in Teaching degree in Secondary Education is offered at USC-Columbia (MAT, MT) and Coastal Carolina. According to the proposal, the College has been informed by the Dean of Education at The Citadel that The Citadel has an interest in developing additional programs leading to teacher licensure in secondary education but supports this proposal from the College of Charleston. However, none of these institutions confer a double major as far as staff can determine.

Enrollment in the proposed dual major program is estimated to begin at five headcount students (5 FTE) in Fall 2008 and increase by one student in Fall 2009 and by four students each subsequent fall with a total of ten headcount students (10 FTE) in the fall and ten headcount students (10 FTE) in the spring for a total of 20 students (20 FTE) by the fifth year of the program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The School of Education currently has 10 faculty (2.5 FTE) with expertise in secondary education who will serve the new major. No new faculty or staff members will be needed for the proposed program since the only change in the entire program is to treat it as a "major" as opposed to a "minor" or "concentration."

The School of Education is currently accredited by the National Council for Accreditation of Teacher Education (NCATE) In order to maintain this accreditation, national recognition must also be maintained for math by the National Council of Teachers of Mathematics (NCTM); for English by the National Council for Teachers of English (NCTE); for biology, chemistry, and physics by the National Science Teachers Association (NSTA) and for Social Sciences (History, Political Science, and Sociology) by the National Council for Social Studies (NCSS). Additionally, the secondary education major will have to demonstrate to State Department of Education officials discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT program. All students completing the new "major," as for the secondary education cognate program, must be certified by the South Carolina State Department of Education, pass the appropriate Praxis II examinations, and undergo an FBI fingerprint review.

The College of Charleston has an articulation agreement with all the South Carolina technical colleges on transfer credits. Based upon those courses and the College of Charleston's advisement for degree completion in the various content area majors with secondary certification (which will become a second major with no changes in curricula), all students will be able to transfer a maximum of 60 credits having earned a minimum GPA of C+ (a certification requirement) on these credits which will count toward their degree. The College works regularly with Trident

Technical College advisors where most of their two-year college transfer students attend. All these courses, some of which are content specific, are posted on the College of Charleston website at: <http://www.cofc.edu/~advising/degrewksht.htm> for use by all students, faculty, advisors, and the general public.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. The Addlestone Library resources that currently exist are adequate for the proposed major.

There are no new costs associated with changing from the secondary “concentration” to the secondary education “cognate major” other than increased new enrollments which are projected in the table below. No “unique cost” or other special state appropriations will be required or requested.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded through the MRR but which are associated with implementation of the proposed program for its first five years. Also shown are estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$38,486	\$0	\$38,486	N/A	\$41,463	\$41,463
Year 2	\$41,785	\$0	\$41,785	\$19,916	\$44,892	\$64,808
Year 3	\$54,980	\$0	\$54,980	\$21,669	\$58,607	\$80,277
Year 4	\$54,980	\$0	\$54,980	\$28,683	\$58,607	\$87,290
Year 5	\$54,980	\$0	\$54,980	\$28,683	\$58,607	\$87,290

These data demonstrate that if the College of Charleston can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with revenues it generates the first year of its implementation.

Staff hopes that the College of Charleston's belief is correct in that moving to a "dual major" in both the content area and secondary education will result in an increase of secondary education majors in mathematics, science, social studies, and English. However, there is a concern that requiring the equivalent of a second major, – whether it is called a major or minor – at the College of Charleston and elsewhere, as is common practice, may be inhibiting the production of secondary education teachers.

There are two alternative routes to certification available to individuals who want to teach secondary education content in South Carolina: The Program of Alternative Certification for Educators (PACE) and the recently approved American Board for the Certification of Teacher Excellence (ABCTE). The PACE program requires a Bachelor's degree in the content area and ABCTE requires a Bachelor's degree. Both require fewer additional credits prior to entry into the classroom. Recent data from the Center for Education Recruitment, Retention and Advancement (CERRA) shows an increase in the number of teachers hired in the PACE program for middle and secondary education from 341 in 2003 to 599 in 2007. Of the 599 PACE teachers hired in 2007, 324 of these teachers were in the core content areas of mathematics, science, social studies, and English in the middle and high schools. It appears that while many secondary programs are producing fewer graduates, the PACE program is attracting growing numbers. If traditional secondary programs are to compete with alternative certification programs, some innovative redesign around standards rather than courses may be an idea whose time has come.

In summary, the College of Charleston proposes to offer a program leading to the Bachelor of Science degree in Secondary Education with a double major required in already existing programs in Biology, Chemistry, English, Physics, Mathematics, or Social Sciences (History, Political Science, and Sociology). The College of Charleston currently offers the identical program in Secondary Education with the identical semester hours as a "minor" or "concentration" and requests approval to call the program a "major" given the required number of credits (33). Whether this "double major" strategy, which is the first of its kind in South Carolina, is successful in increasing the number of graduates will be of great interest to other secondary education programs and policy makers.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Bachelor of Science degree in Secondary Education as a "cognate major," which will require a double major in Biology, Chemistry, English, Physics, Mathematics, or in one of the Social Sciences (History, Political Science, and Sociology) at College of Charleston, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or

requested and provided further that the current “concentrations” in teacher education under each of the above content majors be deleted by Fall 2008.