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**Agenda Item 3.02 A.4.**

**New Program Proposal  
Master of Education in Middle Level Education  
College of Charleston**

**Summary**

The College of Charleston requests approval to offer a program leading to the Master of Education degree in Middle Level Education, to be implemented in Spring 2005.

The Board of Trustees approved the proposal on April 16, 2002. The proposal was submitted for Commission review on August 13, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 1, 2002. The approval of this program was delayed because the S.C. Department of Education requires that an institution have a program leading to initial certification before it can offer a program at the advanced level (master's degree). The College suspended action on this program until it received approval for its B.S. in Middle Level Education from the State Board of Education which did approve it in June 2003.

The purpose of the program is to prepare teachers who currently hold a teaching certificate to become highly qualified middle level educators. The program will prepare current teachers to have an in-depth content knowledge in one or two areas of concentration and to be grounded in an understanding of the developmental needs of young adolescents, the curriculum standards for these students, and the instructional approaches used in the middle grades.

The need for the program is based on national and state needs for well-prepared teachers trained in middle level education. The State has recognized the importance of well-qualified middle level school staff. The General Assembly passed legislation that requires by October 1, 2008, anyone teaching in a middle grade to have middle grades certification. Under the federal *No Child Left Behind Act*, all teachers must be highly qualified by FY 2005-06. All teachers at middle schools will be required to have passed a competency exam or to have middle level certification. A study completed in 1997 indicated that South Carolina middle school teachers either have elementary certification (60 percent) or secondary certification (36 percent). Under the federal regulations, these teachers would not be considered to be highly qualified. The College conducted a survey of middle level teachers in its service area. The results indicated that 27 percent were interested in pursuing a graduate degree in middle level education. However, this survey was completed prior to the *No Child Left Behind* legislation and most likely a new survey would now show an increase in those interested in obtaining such credentialing.

Winthrop University has the only master's program in the state for currently certified teachers who wish to take courses that will lead to "add on" middle level certification. The program proposed here does not in and of itself lead to "add on" middle level certification. However, the college indicates that students working with advisors in the program could select courses which would meet the courses requirements for "add on" certification.

The curriculum consists of 40 credit hours. Of these, 22 credit hours are in fundamental education curriculum and 18 hours are in specialized content curriculum. The program requires 18 credit hours in one or two content areas. The content courses will be chosen based upon the student's academic background, teaching assignment(s), and interest areas. A concentration as defined in the proposal is nine or more credit hours. Content courses will come from a variety of master level courses offered by content programs at the College of Charleston and The Citadel. For example, students may take existing history courses offered in the joint Master of Arts degree in History. The proposed program is based on the standards of the National Council for the Accreditation of Teacher Education and the standards of the National Middle School Association (NMSA) for a master's level middle education program. However, the College should pay particular attention to the performance-based requirements of the two national organizations as it implements the proposed program. As the program is presented in the proposal, there is little evidence of field-based practice and continuous assessment of candidate performance.

The curriculum has also been designed to meet the five core propositions of the National Board for Professional Teaching Standards (NBPTS). The College indicates that specific courses and the overall design of the program will assist teachers who wish to seek NBPTS certification.

Staff of the S.C. Department of Education reviewed the proposal and indicated that the courses within the proposed program would not lead to add-on certification at the middle level. The staff also noted that the College did not clearly indicate how it would collect data on student performance required by NCATE and NMSA. Concerns were also raised about the poor articulation of goals and objectives as well as a lack of experiences for students as required by NMSA. Department staff noted that if the program wishes to have its graduates considered for add-on certification, students will need to be advised to take the specific courses (21-36 credits, depending on content area) that would meet the state's certification requirements.

Due to the *No Child Left Behind* legislation and the recent S.C. legislation implementing middle level certification, there is a great need in the State for programs that will assist currently practicing teachers to obtain middle level certification through programs that offer courses required for add-on certification. It is unfortunate that the

College has chosen to offer a program that will not address this need directly. The College must note in its advertising of this program and its listing in the College's catalogue that the proposed program in and of itself does not lead to add-on middle-level certification, but through appropriate selection of courses graduates may be eligible for certification. It is imperative that teachers be aware that completion of the courses contained within this program may not meet the requirements for add-on middle-level certification and only through careful advising will they be able to meet state requirements.

The College of Charleston indicates that one new tenure-track faculty member will be hired in the third year of the program. NMSA standards require that faculty who serve in a master's program hold an advanced degree appropriate for teaching middle level students (i.e., middle level education, curriculum and instruction, among others) and have experience as middle level educators. While the current education faculty do not have terminal degrees in middle level education, they do have either another recommended advanced degree and/or experience in middle level education. The college will require that the new faculty member have a background in middle grades education and a minimum of three years experience in a public middle school classroom. Education faculty serving the program will begin at 10 headcount in FY 2003-04 and increase to 11 headcount in FY 2005-06. Because of the inter-departmental and inter-institutional nature of the proposed program, it is not possible for an accurate accounting of all faculty who will serve this program in terms of headcount and FTE. For example, the proposal indicates that in English a total of 37 College of Charleston and The Citadel faculty could serve this program depending on which content courses students are advised to pursue.

Enrollment in the proposed program is estimated to begin at eight headcount (4.8 FTE) in FY 2003-04 and increase to 28 headcount (14.9 FTE) by FY 2007-08. Estimates are based on the survey of teachers in the Tri-County area and use a figure of five percent of the interested teachers enrolling in the proposed program. The majority of students will be working teachers who will pursue the degree on a part-time basis. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The program will be required to seek accreditation from NCATE and NMSA. The College of Charleston will undergo its next accreditation review October 30 through November 4, 2004. Because the proposed program will not yet have graduates at that time, it will not undergo review. It will be reviewed during the next accreditation cycle in five years.

There are no physical plant or equipment requirements for the proposed program. The library holdings were compared against the standards of the Association of College Research Libraries for the overall education collection and were deemed adequate. To

enhance the collection in terms of middle level education materials, the library will have a budget of \$1000 per year to make acquisitions in this area.

New costs for the program are estimated to begin at \$20,000 in year one and include program administration (\$9,000), graduate assistants (\$8,300), library support (\$1,000), and supplies and other miscellaneous support (\$1,700). Estimated costs increase to \$68,300 by year five and include full-time support for one additional faculty member and program administration (\$57,000), graduate assistants (\$8,300), library support (\$1,000), and supplies and miscellaneous support (\$2,000). The total estimated new cost is \$245,000 for the program's first five years.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the 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
2003-04	\$69,089		<b>\$69,089</b>	\$0	\$31,476	<b>\$31,476</b>
2004-05	112,724		<b>112,724</b>	27,437	51,691	<b>79,128</b>
2005-06	156,359		<b>156,359</b>	44,890	72,483	<b>117,373</b>
2006-07	185,449		<b>185,449</b>	62,971	86,201	<b>149,172</b>
2007-08	216,357		<b>216,357</b>	74,489	99,194	<b>173,683</b>

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 not be able to cover new costs with revenues it generates by the fifth year of its implementation.

In summary, the College of Charleston's proposed master's degree in Middle Level Education will allow current elementary and secondary certified teachers to attain knowledge and skills pertinent to the middle grades, a clearly defined need at both the state and national levels.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Education degree in Middle Level Education at the College of Charleston, to be implemented in Spring 2005, provided that no "unique cost" or other state funding be required or requested and

provided further that the College note in its catalogue and advertising materials that the program may not lead to add-on middle-level certification unless appropriate courses are selected.