

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: SOUTH CAROLINA STATE UNIVERSITY

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Per the SC State Department of Education, we are modifying our Middle Level Education Programs from two areas of concentration to one.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Science in Middle Level Education (English/Social Studies)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Science in Middle Level Education, CONCENTRATION (ENGLISH)

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes X  
☐ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes X  
☐ No

Proposed Date of Implementation: Fall 2025

CIP Code: 13.1203

Current delivery site(s) and modes: MAIN CAMPUS (50602)

Proposed delivery site(s) and modes: Traditional Face To Face (50602)

**This course meets the requirements of South Carolinas REACH Act. Students are required to read in their entirety: 1. The U.S. Constitution; 2. The Declaration of Independence; 3. The Emancipation Proclamation; 4. Five Federalists Papers; 5. One Document Foundational to the African American Struggle.**

Program Contact Information (name, title, telephone number, and email address):

George L. Johnson, Jr. Ph.D. Acting Department Chair of Education, 803-536-8963, [gjohns32@scsu.edu](mailto:gjohns32@scsu.edu)  
Institutional Approvals and Dates of Approval:

### SUBMISSION STEPS

1. Submitted by George L. Johnson, Jr. Ph.D. Acting Chair, Department of Education 22 SEPT 20<sup>22</sup>
2. Reviewed by George L. Johnson, Jr. Ph.D. 9/22/2022 20  
Name and Title  
George L. Johnson, Jr. Ph.D.  
Designated by
3. Reviewed by Ruth L. Hodges 9/23/2022 20  
Designated by  
Ruth L. Hodges  
Dean, Library and Information Services
4. Reviewed by Evelyn Fields 9/23/2022 20  
Designated by  
Evelyn Fields  
Dean
6. Reviewed by Felicia L. McMillian 10-4-2022  
Designated by  
Felicia L. McMillian  
Registrar For course numbering and HEGIS taxonomy
7. Reviewed by David Statton 9/26/2022 20  
Designated by  
David Statton  
Vice President for Academic Affairs

### APPROVALS

8. Action by Councils  
Teacher Education, if applicable 10-4-2022  
Graduate Studies, if applicable 10-4-2022  
Educational Policies 10-4-2022
9. Faculty Senate 11-08-2022  
(Faculty Senate President will forward copies, with all signatures affixed, to the Office of the Vice President for Academic Affairs)
10. President Alexander Conyers 11-08-2022
11. Trustees, if applicable 20  
(Trustee signature is only applicable for new programs, concentrations/minors/options or significant changes to either of these and new/revised policies.)

## **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Per the SC Department of Education, the Middle Level Education Programs are allowed to modify their programs from two areas of concentration to a single area of concentration. This proposal is submitted to modify the BS in Middle Level Education with a degree in Social Studies/English to a BS in Middle Level Education with a concentration in English. The original program included 143 credit hours, with a significant portion dedicated to Social Studies courses. In the revised program, 21 credit hours were removed, reducing the total English hours to align with the streamlined curriculum of 122 credit hours.

The proposed Middle Level Education Program at South Carolina State University is designed to address the unique educational needs of students in grades 5-8. Its primary goal is to prepare educators with the specialized knowledge, skills, and dispositions necessary to support the academic, social, and emotional development of young adolescents during this critical stage of growth.

### **Nature and Purpose:**

The program seeks to develop highly qualified teachers who are well-versed in middle school pedagogy, effective instructional strategies, and classroom management techniques tailored to the developmental characteristics of middle-level learners. Additionally, it emphasizes culturally responsive teaching practices and a deep understanding of diverse learners, ensuring that graduates can meet the needs of students from varying backgrounds and abilities.

### **Target Audience:**

The program is aimed at aspiring educators who are passionate about teaching young adolescents and are committed to fostering a supportive and engaging learning environment. This includes current undergraduates, career changers, and para-professionals seeking initial licensure or additional credentials in middle-level education.

### **Centrality to Institutional Mission:**

South Carolina State University's mission is to provide affordable, high-quality education that prepares students to excel in their professions and become leaders in their communities. The Middle Level Education Program aligns with this mission by addressing the critical shortage of qualified middle school teachers and by preparing future educators to contribute positively to the state's education system. The program promotes excellence in teaching, leadership development, and community engagement, which are core tenets of the university's mission.

### **Relation to the Strategic Plan:**

The Middle Level Education Program is directly connected to the university's strategic goals, particularly in areas of student success, community impact, and workforce development. It supports the university's commitment to increasing retention and graduation rates by offering a robust, well-structured program that equips students with the skills and knowledge needed to succeed in the education field. Furthermore, the program contributes to addressing the state's need for qualified middle school educators, thereby supporting workforce development initiatives, and fostering stronger ties between the university and local schools.

## **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

### **Assessment of Need for the Middle Level Education Program Institutional Need**

South Carolina State University (SCSU), as a Historically Black College and University (HBCU), plays a pivotal role in preparing highly qualified educators who are committed to addressing the unique educational needs of diverse learners. The introduction of a streamlined Middle Level Education program with one area of concentration aligns with the university's mission to enhance teacher preparation, especially in high-need areas such as mathematics, science, social studies, and English language arts.

SCSU's institutional commitment to equity and educational excellence highlights the importance of fostering educators who can address achievement gaps and contribute to the success of middle-level learners. This program will help SCSU meet these goals by:

1. Producing graduates prepared for certification in high-demand content areas.
2. Increasing the enrollment in the School of Education, bolstering its reputation as a leader in teacher preparation.
3. Addressing a critical shortage of middle school teachers in South Carolina and beyond.

### **Statewide Need**

The South Carolina Department of Education (SC DOE) has documented persistent teacher shortages, particularly in middle school grades and core content areas like mathematics and science. The SC DOE's 2018 decision to allow Middle Level Education programs to reduce from two areas of concentration to one area was made to attract more candidates and simplify pathways to certification.

Data from the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) underscores the urgency:

- In 2023, over 1,400 teacher vacancies were reported statewide at the start of the school year.
- Middle school vacancies in core subject areas consistently rank among the most significant shortages.

This program addresses this critical need by preparing educators who specialize deeply in a single content area, allowing them to develop greater subject-matter expertise and effectiveness in the classroom.

### **Regional Need**

The southeastern United States faces similar challenges in addressing middle school teacher shortages. Nationally, approximately 44% of public schools report difficulty filling positions in mathematics, science, and English. Middle-level teacher shortages in rural and underserved areas—many of which are prevalent in South Carolina—are particularly acute.

By offering this program, SCSU can contribute to the regional effort to fill these gaps. Graduates will be equipped to serve in Title I schools, rural districts, and other underserved communities, ensuring equitable access to quality education.

### **National and Beyond**

Middle school education is a key lever in addressing long-term educational outcomes, as these formative years are crucial for preparing students for high school and beyond. The National Center for Education Statistics (NCES) has highlighted that teacher shortages at the middle level exacerbate achievement disparities. Programs like this are vital to producing educators who are prepared to meet the diverse needs of students in an increasingly global and competitive educational environment.

### **Program Impact and Benefits**

The program's focus on one area of concentration provides several advantages:

1. **Streamlined Preparation:** Allowing students to specialize in one content area increases the depth of knowledge and better aligns with SC DOE certification requirements.
2. **Improved Recruitment:** By reducing the demands of dual concentrations, the program becomes more attractive to potential candidates.
3. **Addressing Diversity:** SCSU's focus on preparing educators of color supports broader efforts to create a teacher workforce reflective of student demographics.

### Supporting Data

- **Teacher Shortages:** SC DOE teacher shortage reports consistently show middle-level education as an area of high need.
- **Certification Pathways:** The reduction to one area of concentration since 2018 has been shown to improve completion rates in teacher education programs statewide.
- **Impact on Student Outcomes:** Research indicates that middle school students taught by highly trained, specialized teachers demonstrate improved academic performance, particularly in core subjects.

By implementing this program, SCSU will not only meet institutional and statewide needs but also contribute to broader efforts to strengthen middle-level education in the southeastern United States and beyond.

### Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

South Carolina State University participates in several articulation agreements aimed at ensuring seamless transfer processes between two- and four-year institutions across the state. These agreements, part of the statewide effort led by the South Carolina Commission on Higher Education (CHE), facilitate the transfer of academic credits from institutions such as technical colleges to public universities like South Carolina State University. These initiatives ensure that students can transfer credits efficiently without unnecessary loss of coursework, promoting on-time graduation and reducing educational costs.

One of the key agreements includes the Statewide Transfer Agreement, which allows students to transfer a minimum of 60 credit hours for Associate of Arts or Associate of Science degree holders, guaranteeing the applicability of these credits to their chosen majors. Additionally, reverse transfer options enable students to transfer credits earned at universities back to technical colleges to complete an associate degree if necessary.

These agreements align with the mission of South Carolina State University by supporting student success and increasing access to higher education across the state.

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024	19	17	4
2025	20	18	4
2026	21	19	5
2027	22	20	5
2028	24	22	6

Explain how the enrollment projections were calculated.

These projections are based on historical enrollment data and trends observed within the program. The fall headcount figures are derived from official university records, reflecting the number of students enrolled at the start of each academic year.

Summer enrollment numbers are influenced by the availability of courses during the summer term and the interest of students in enrolling in these courses. The variability in summer headcounts underscores the importance of offering a robust selection of summer courses to meet student demand and support timely progression through the program.

To enhance summer enrollment, SCSU may consider strategies such as:

- **Expanding Course Offerings:** Providing a wider range of required and elective courses during the summer term to accommodate diverse student needs.
- **Flexible Scheduling:** Offering courses at various times, including evenings and weekends, to cater to students' varying schedules.
- **Promoting Summer Sessions:** Actively marketing the benefits of summer enrollment, such as accelerated degree completion and reduced course loads during regular semesters.

By implementing these strategies, SCSU aims to increase summer enrollment, thereby supporting students in achieving their educational goals more efficiently.

### Curriculum

Attach a curriculum sheet identifying the courses required for the program. (see addendum)

#### Curriculum Changes

Courses Eliminated From Program		Courses Added to Program	Core Courses Modified
These Social Studies Courses, Which Constituted the Second Area of Concentration, Were Eliminated.			
<b><u>Social Studies (21 Semester Hours)</u></b>		N/A	N/A
GEO 204 – Introduction to Geography <b>or</b> GEO 305 – Socioeconomic Geography	3		
H 103 – United States History to 1877	3		
H 104 – United States History since 1877	3		
H 301 – History and Government of South Carolina	3		
H 250 <b>or</b> H 251 – History of World Civilizations (select one not used for General Education)	3		
PS 252 – American Government <b>or</b> PS 205 – State and Local Government	3		
SOC 250 – Introduction to Sociology <b>or</b> SOC 310 – Cultural Anthropology	3		

#### New Courses

List and provide course descriptions for new courses.

N/A

#### Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Arts in Middle Level Education	120	University of South Carolina (USC)	Program Overview: Offers concentrations in English/language arts, mathematics, science, and social studies for grades 5-8. The program includes a combination of foundation courses, professional education courses, and content-specific courses. Clinical Experiences: Includes extensive fieldwork with a yearlong internship in middle school classrooms.	Bachelor of Arts
Bachelor of Arts in Middle Level Education	120-125	Coastal Carolina University	Program Overview: Focuses on preparing teachers for grades 5-8 with specializations in English/language arts, mathematics, science, and social studies. Students participate in planned clinical experiences throughout the program and a final-year internship.	Bachelor of Arts
Bachelor of Science in Middle Level Education	120	Winthrop University	Program Overview: Provides preparation for teacher certification in South Carolina for grades 5-8 with concentrations in English/language arts, mathematics, science, or social studies. The curriculum includes content area studies, pedagogy courses, and practical classroom experience.	
Bachelor of Science in Middle School Education	128	Bob Jones University (BJU)	Curriculum Highlights: The program emphasizes a biblical worldview, integrating faith with learning. Students engage in early field experiences and a comprehensive clinical practice. Distinctive Features: BJU's program is grounded in Christian principles, aiming to develop educators who can integrate faith into their teaching practice.	Concentrations in English, Mathematics, Science, and Social Studies
Middle Level Education	123-124	Clemson University	Program Overview: Clemson's program offers teacher preparation for grades 5-8 with dual content area certification, such as math and science or English/language arts and social studies. This program emphasizes interdisciplinary teaching and working with young adolescents.	Offers dual subject-area certification, allowing graduates to teach in two content areas
Middle Level Education program	120	Claflin University	Program Structure: Claflin offers a Middle Level Education program preparing candidates for South Carolina teacher licensure for grades 6-8. <a href="#">Claflin University</a> Curriculum Highlights: The program meets the standards of the Association for Middle Level Education (AMLE) and focuses on developing competencies specific to teaching young adolescents. Distinctive Features: Claflin emphasizes visionary education, preparing teachers to be leaders in middle-level education.	Preparing candidates for South Carolina teacher licensure for grades 6-8.
Bachelor of Science in Middle Grades Education	122	College of Charleston	Program Structure: The College of Charleston offers a Bachelor of Science in Middle Grades Education with concentrations in English/Language Arts, Mathematics, Science, and Social Studies. Curriculum Highlights: The program integrates liberal arts education with professional teaching preparation, emphasizing culturally responsive teaching practices.	Concentrations in English/Language Arts, Mathematics, Science, and Social Studies.

			Distinctive Features: Located in a historic urban setting, the program provides diverse field experiences in various school environments.	
Bachelor of Science in Middle Level Education	120	Presbyterian College	<p>Program Structure: Presbyterian offers a Bachelor of Science in Middle Level Education with concentrations in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Curriculum Highlights: The program integrates liberal arts education with professional teaching preparation, emphasizing service learning and community engagement.</p> <p>Distinctive Features: Presbyterian's program is grounded in its commitment to faith and service, preparing educators to be community leaders.</p>	Concentrations in English/Language Arts, Mathematics, Science, and Social Studies.
Bachelor of Science in Middle Level Education	120	Francis Marion University	<p>Program Structure: Francis Marion offers a Bachelor of Science in Middle Level Education with concentrations in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Curriculum Highlights: The program focuses on research-based teaching strategies and includes a year-long internship in partnership schools.</p> <p>Distinctive Features: Francis Marion emphasizes serving rural and underserved communities, aligning with its mission to address regional educational needs.</p>	Concentrations in English/Language Arts, Mathematics, Science, and Social Studies.
Bachelor of Science in Middle Level Education	124	Lander University	<p>Program Structure: Lander offers a Bachelor of Science in Middle Level Education with concentrations in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Curriculum Highlights: The program includes coursework in adolescent development, curriculum design, and assessment, along with extensive field experiences.</p> <p>Distinctive Features: Lander's program is noted for its personalized instruction and small class sizes, fostering close faculty-student mentorship.</p>	Concentrations in English/Language Arts, Mathematics, Science, and Social Studies.
Bachelor of Science in Middle Level Education	126	Newberry College	<p>Program Structure: Newberry offers a Bachelor of Science in Middle Level Education with concentrations in Mathematics, Science, Social Studies, and English. <a href="#">Newberry College</a></p> <p>Curriculum Highlights: The program includes extensive field experiences and partnerships with local schools, providing practical teaching opportunities.</p> <p>Distinctive Features: Newberry's program is recognized for producing graduates who become leaders in South Carolina's education system, with many earning accolades such as Teacher of the Year.</p>	Concentrations in Mathematics, Science, Social Studies, and English.
Bachelor of Arts in ELA Middle-Level Education	120	Columbia College	- Focus on preparing middle-level educators- Includes coursework in English Language Arts- Requires practicum and student teaching	Smaller class sizes, private institution setting- Emphasis on liberal arts integration.



Bachelor of Arts in Middle-Level Education	120	USC Aiken	Includes a middle-level concentration in ELA- Requires practicum and student teaching- NCATE-accredited	Public institution with a regional focus- Offers a broader middle-level education framework beyond ELA-specific concentrations
Bachelor of Arts in ELA Middle-Level Education	120	USC Upstate	Public institution- Requires practicum and student teaching- Similar general education core	Greater focus on integrating technology into teaching- Located in a more urban setting, emphasizing diversity in classroom contexts

### Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Asst. Professor	Special Education (MultiCategorical) SPED 216-Intro to Exceptional Children SPED 218-Learning Disabilities SPED 325-ED Prof for LD SPED 304-Behavior Problems SPED 319 Teach La For Exceptional Children SPED 658-Mainstrm Mildly/Mod Handicap	Ed.D., Special Education	
Asst. Professor	ED 308, EPSY 250, ED 206	Ed.D. Higher Ed. Leadership	Certified Music Educator/ED Ldrshp
Profesor	EDHU 250	Early Childhood content and Methods	Dean of the College of Education, Humanities and Social Sciences
Professor	Ed.D. ED 425 App/Asmt/Spl/Meth/Elem ED 430 Prof Clin Experience/Elm RED 315 Teach Reading in Elem School RED 318 Diag Prscpv Teaching of Reading RED 522 Adv Teach of Reading in Elem School RED 507 Adv Teac of Reading in Elem	Education Administration (Master's Elementary Ed+18)	Certified Teacher/Principalship
Professor	Ph.D. Educational Psychology (Special Education) SPED 218 Intro to Exceptional Children SPED 350 Education Seminar SPED 550 Nat & Psy Exceptional Children ED 523 Curr Devl Elem School ED 430 Prof Clin Experiences (SPED) ED 425 App/Asmt/Spl/Meth/SPED SPED 562 Asmt/Aprasal Exceptional	Educational Psychology (Special Education)	Certified K-12 in ED Special Education, SPED Program Coordinator, SCSU, Acting Department Chair of Education.

	Student SPED 332 Diag/Perscrp Lrning		
Asst. Professor	ECE 350 Early Childhood Seminar ECE 317 Lang Devel Young Child ED 206 Foundations of Education ECD 200 Intro to Early Childhood ED 430 Prof Clin Experiences/ECE ED 450 Education Seminar/ECE UNIV 101-Intro to Univ (Teacher Ed) Education Administration	EdD. Elem Education and Early Childhood Clinical Experiences (Masters Early Childhood Education	Certified Elementary/Early Childhood Educator
Adjunct Instructor	RED 317	MED	CERTIFIED READING TEACHER
Professor	ED 430 Prof Clin Experiences/ELEM ED 550 Grad Teaching/Clinical Internship/MAT Full time faculty member oversees, Clinical/Field Experience.  RED. 506 Studies in Children's Literature	PhD Elementary Education University of South Carolina	Clinical Experience Supervisor for over 25 years. Certified Elementary Educator with Reading.
Asst. Professor	ED 206 Foundations of Education Methods ED 450 Education Seminar EDIT 530 Advance Instmt Technology EPSY 250 Human Growth/Development	EdD Business Education	Certified Business Educator
Professor	ECE 513 Early Childhood Curriculum ECE 310 Assess/Interp Child Behavior ED 425 App/Asmt/Spl/Meth ECE 522 Assess & Interpret Child Behavior FCS 530 Sup/Adm/Prg/Child & Fam ECE 313 The Child & The Curriculum	PhD Early Childhood Education, University of South Carolina	Certified in Early Childhood Education

Total FTE needed to support the proposed program:

Faculty:8

Staff: 5

Administration: 2

## **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The program has a robust team of certified and experienced faculty who specialize in core middle school subjects, including math, science, social studies, and language arts. These educators are equipped with the skills necessary for delivering interdisciplinary and standards-based instruction that prepares students for middle-level teaching.

We have an administrative staff who manage logistics such as communication, and general program operations, ensuring smooth day-to-day function.

**Field Experience Supervisor:** specializing in field placements ensures that all students are placed in suitable middle school settings for their practical experiences. The Supervisor maintains strong relationships with partner schools and handles all aspects of placement logistics. This position is staffed by a full-time faculty member and is noted in the table above, e.g., ED 430/ED 550 Clinical/Field Experience.

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification. N/A

## **Resources**

### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

### **Library Collections:**

- **Miller F. Whittaker Library** provides access to an extensive collection of physical and electronic resources, including books, journals, and instructional materials specific to education and adolescent development. The library's holdings include texts on pedagogy, curriculum development, and middle school education, which are key areas of study for the Middle Level Education program.

### **Databases:**

- SCSU subscribes to various databases that support research and academic inquiry. These include **ERIC (Education Resources Information Center)** and **ProQuest Education Journals**, both of which provide access to scholarly articles and resources on educational theory, instructional practices, and subject-specific pedagogy that are critical to middle-level teacher preparation.

### **PASCAL (Partnership Among South Carolina Academic Libraries):**

- Through **PASCAL**, SCSU students and faculty have access to additional library collections across South Carolina, enabling them to borrow books and other materials from participating academic libraries. This expands the available resources beyond the university's own holdings, providing a broad range of educational materials, research studies, and teaching resources.

### **Learning Support Services:**

- The library offers research assistance, workshops, and tutorials designed to help students develop information literacy skills. These services are essential for future educators, enabling them to access, evaluate, and utilize educational resources effectively. In addition, the library's staff can assist students in finding discipline-specific materials for lesson planning, instructional strategies, and student assessment.

## **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

**Tutoring and Writing Support:**

- Center for Academic Success and Retention (CASAR) provides tutoring in core subjects, including math, science, and English, which align with the content areas offered in the Middle Level Education program. CASAR also offers writing support, helping students improve their academic writing, a key skill in developing lesson plans, research papers, and classroom materials.

**2. Advising and Mentoring:**

- Academic advising services at SCSU assist students in selecting courses that align with their certification goals and ensure timely progress toward graduation. The Middle Level Education program will benefit from personalized academic advising, especially when guiding students through their fieldwork and practicum requirements.

**3. Technology Support:**

- SCSU's Information Technology Services provides support for students and faculty in utilizing technology, including instructional technology tools that are integral to modern teaching practices. The support includes access to platforms like Blackboard and various educational technologies, which can enhance the learning experience and help future teachers integrate technology into their classrooms.

**4. Library Services and Research Assistance:**

- In addition to the resources provided by the Miller F. Whittaker Library, academic support includes research assistance services. Students in the Middle Level Education program can utilize these services for help in finding peer-reviewed articles, educational research, and subject-specific resources. Research assistance is particularly valuable for capstone projects or when preparing for state licensure exams.

**5. Career Services:**

- SCSU's Career Center provides career counseling, resume preparation, mock interviews, and job search support. For Middle Level Education students, this service is critical as they prepare to enter the workforce as certified middle school teachers. The center also connects students with school districts and job fairs where they can explore employment opportunities.

**6. Disability Support Services:**

- The university offers services through the Office of Disability Services, ensuring that students with disabilities receive accommodations that allow them to fully participate in the academic and field components of the Middle Level Education program. This ensures an inclusive learning environment for all students.

**7. Fieldwork and Practicum Support:**

- The Education Department at SCSU provides structured support for students during their fieldwork and teaching practicums. This includes placement in local middle schools, guidance from experienced faculty, and feedback on teaching performance. This level of support is essential in preparing future educators for the practical realities of teaching in diverse classroom settings.

**Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements. **Middle Level Education Program will continue to be taught in our current facility.**

**Equipment**

Identify new instructional equipment needed for the proposed program. **N/A**

**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No X

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding		963,675		1,218,090		1,422,390		1,676,805		1,881,105		7,162,065
Program-Specific Fees		0		0		0		0		0		0
Special State Appropriation		0		0		0		0		0		0
Reallocation of Existing Funds		0		0		0		0		0		0
Federal, Grant, or Other Funding		0		0		0		0		0		0
Total		963,675		1,218,090		1,422,390		1,676,805		1,881,105		7,162,065
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries												
Facilities, Equipment, Supplies, and Materials		N/A		N/A		N/A		N/A		N/A		N/A
Library Resources		N/A		N/A		N/A		N/A		N/A		N/A
Other:( Council for the Accreditation of Educator Preparation CAEP)	\$3,250	\$3,250		\$3,250		\$3,250		\$3,250		\$3,250		16,250
Total		N/A		N/A		N/A		N/A		N/A		N/A
Net Total (Sources of Financing Minus Estimated Costs)	\$3250.00	\$960,425		\$1,214,840		\$1,419,140		\$1,673,555		\$1,877,855		\$7,145,815

This is not a new program, just revised. However, the annual fee for CAEP is ongoing for the EPP.

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

## **Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Budget Justification, Cost-Effectiveness Analysis, and Return on Investment for Projected Tuition Revenue (2024-2028).

The projected tuition revenue for the Middle Level Education program at South Carolina State University is estimated to total \$7,162,065 over the five-year period from 2024 to 2028. This projection is based on expected growth in student enrollment, tuition rates, and the strategic expansion of program offerings.

Assumptions:

1. Enrollment Growth: The projected enrollment starts at 19 students in Fall 2024 and increases annually, reaching 24 students by Fall 2028. This growth is driven by targeted recruitment efforts and the program's reputation for preparing high-quality middle-level educators.
2. Credit Hours: Each student will enroll in 45 credit hours per year, with 15 credit hours in each of the Fall, Spring, and summer semesters.
3. Tuition Rates:
  - In-State Rate: \$397 per credit hour
  - Out-of-State Rate: \$842 per credit hour
4. Distribution of Students: An even split of 50% in-stat\* and 50% out-of-state students is assumed.

Revenue Projections:

The projected tuition revenue is as follows:

- 2024: \$963,675
- 2025: \$1,218,090
- 2026: \$1,422,390
- 2027: \$1,676,805
- 2028: \$1,881,105

Analysis of Cost-Effectiveness:

The projected growth in tuition revenue reflects the program's cost-effectiveness, as the incremental costs associated with scaling up the program are offset by the increase in student enrollment. Key factors contributing to the cost-effectiveness include:

1. Efficient Use of Existing Resources: The program leverages existing faculty, facilities, and support services, minimizing the need for significant new investments.
2. Shared Costs Across Semesters: With students taking courses year-round (Fall, Spring, and Summer), the university maximizes classroom and resource utilization, distributing costs more evenly.
3. Accreditation and Quality Improvements: The pursuit of Council for the Accreditation of Educator Preparation CAEP accreditation will enhance the program's quality and attractiveness, potentially leading to higher enrollment and tuition revenue in future years. CAEP's mission is to ensure that educator preparation providers (EPPs) meet rigorous standards and produce competent, effective, and ethical educators who can positively impact student learning and development. Accreditation by CAEP signals that a program provides high-quality education, prepares graduates to be successful educators, and meets national and professional standards.

CAEP focuses on five standards for accreditation:

1. **Content and Pedagogical Knowledge:** Ensuring candidates know their subject matter and how to teach it effectively.
2. **Clinical Partnerships and Practice:** Collaborating with schools and districts to provide candidates with hands-on, practical teaching experiences.
3. **Candidate Quality, Recruitment, and Selectivity:** Recruiting and retaining high-caliber candidates who demonstrate potential for success in teaching.
4. **Program Impact:** Demonstrating that program graduates have a positive impact on P-12 student learning and development.
5. **Provider Quality, Continuous Improvement, and Capacity:** Maintaining high-quality programs through ongoing evaluation and improvement.

CAEP accreditation is often a requirement for state approval of educator preparation programs and serves as a marker of excellence in the field. It has an annual fee of \$3,250 as noted above.

#### Return on Investment (ROI):

The program demonstrates a strong potential ROI, calculated by comparing projected revenue growth with expected program costs:

1. **Revenue Growth:** The revenue projections show a cumulative increase from \$963,675 in 2024 to \$1,881,105 in 2028, representing a near doubling of revenue over five years.
2. **Cost Recovery:** Initial investments in faculty hiring, accreditation preparation, and student support services are anticipated to be recouped within the first three years through tuition revenue. Subsequent years will yield positive net returns that can be reinvested in program enhancements.

The positive ROI will allow for reinvestments in:

- **Curriculum Development:** Updating course materials and incorporating innovative instructional strategies.
- **Student Scholarships:** Providing financial assistance to attract high-performing students.
- **Faculty Professional Development:** Ensuring that faculty remain at the forefront of middle-level education best practices.

#### Impact on Tuition:

1. **No Immediate Tuition Increase:** The current revenue projections assume no tuition increases over the five-year period, keeping the program accessible while still generating sufficient revenue to cover costs.
2. **Potential Future Adjustments:** Any potential tuition adjustments will be considered based on inflationary pressures, competitive benchmarking with peer institutions, and program enhancement needs. Increases, if necessary, will be modest to maintain affordability.

#### Conclusion:

The Middle Level Education program's projected revenue growth demonstrates cost-effectiveness and a strong return on investment, positioning South Carolina State University to meet the demand for qualified middle-level teachers while maintaining financial sustainability. The revenue generated will support the program's continuous improvement and expansion, ultimately benefiting students and the wider educational community.



## Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<b>1. Develop candidates' knowledge and understanding of middle-level learners' cognitive, social, emotional, and physical development.</b>	a. Candidates will demonstrate an understanding of adolescent development and apply it to instructional planning.	Course-based performance tasks
<b>Prepare candidates with the ability to design and implement effective instructional strategies tailored to diverse learners in middle school settings.</b>	Candidates will create lesson plans that align with curriculum standards and differentiate instruction based on student needs.	Lesson Plan Development ADEPT 4.0
<b>Ensure candidates integrate technology and data-driven decision-making in instructional planning and assessment.</b>	Candidates will demonstrate proficiency in using instructional technology and assessment data to inform teaching practices.	Student Learning Objectives (SLO)
<b>Provide candidates with opportunities to engage in field experiences and clinical practice to enhance their teaching competencies.</b>	Candidates will demonstrate professional growth through structured field experiences, observations, and student teaching.	Field experience evaluations to include Pre-Step hours per SCDOE and Field Clinical Experience.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

The proposed modifications will not alter the evaluation or assessment process. The program will continue to utilize key assessments and adhere to existing evaluation protocols.

Will the proposed modification affect or result in program-specific accreditation? **NO** If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- SC DOE: Upon the approval of the program modification from the CHE, SCSU will submit the approved proposal and corresponding letter to the SCDE for review and continuance of teacher certification with one concentration.

☐ Yes

☒ No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

X ☐ Yes

☐ No

The program leads to Middle Level Education licensure in South Carolina, and it will continue to do so following SCDE certification requirements.

Explain how the program will prepare students for this licensure or certification.

The Middle Level Education program at SCSU prepares candidates for licensure by ensuring alignment with the SCDE's certification standards and national best practices in middle school education. Candidates will meet certification requirements through:

1. **Comprehensive Coursework:** Covering pedagogy, instructional strategies, curriculum planning, and assessment practices aligned with state and national middle-level education standards.
2. **Clinical Experiences:** Supervised fieldwork, internships, and student teaching in middle-level settings to apply theoretical knowledge in real-world classrooms.
3. **Performance-Based Assessments:** Candidates will complete key assessments, including lesson plan development, student learning assessments, and instructional reflections.
4. **Praxis Examinations:** Candidates will be required to successfully complete the Praxis Subject Assessments as mandated by SCDE for middle-level certification.
5. **Ongoing Professional Development:** The program integrates opportunities for candidates to engage in professional learning communities, mentorship, and leadership activities to prepare them for continuous growth as middle-level educators.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

X ☐ No

The program follows South Carolina state certification requirements but does not currently require national SPA recognition. However, the university remains committed to maintaining program quality through continuous assessment and adherence to best practices in middle-level teacher preparation.



## STATE OF SOUTH CAROLINA

### DEPARTMENT OF EDUCATION

**MOLLY M. SPEARMAN**

*STATE SUPERINTENDENT OF EDUCATION*

#### MEMORANDUM

**TO:** Education Deans and Directors of Teacher Education

**FROM:** James Ritter  
Education Associate for Educator Preparation, Office of Educator Services

**DATE:** August 6, 2018

**RE:** Approval Process for Middle Level Program Changes

In 2015, the Association of Middle Level Education (AMLE) fully implemented revised program standards, eliminating the requirement of that specialized professional association of two concentration areas for the content preparation of middle level candidates in undergraduate programs. To align with these revised AMLE standards, the State Board of Education (SBE), on December 12, 2017, approved a similar change in the content area requirements for South Carolina's middle level teacher preparation programs. The revised SBE policy allows educator preparation providers (EPPs) the option of one concentration area as part of an approved middle level program. As a result, an EPP may either continue to offer its approved program with two subject area concentrations or redesign and seek approval for a modified program requiring, at minimum, one concentration.

For reference, the revised SBE policy regarding middle level content area preparation is provided below:

#### Content Area Preparation: Middle Level (Grades 5–8)

Minimally, middle level candidates at the undergraduate level must complete one area of content preparation. Candidates must take eighteen to twenty-one semester hours of course work in the selected content area (i.e., English language arts, mathematics, science, or social studies). At least twelve credit hours in the selected content area must be upper-level coursework (above general education requirements). Clinical experiences

for middle level candidates must be in grades five through eight in the content area(s) in which they are seeking initial certification; however, candidates should have field experiences across the middle level grade span. Candidates are encouraged to take six to twelve semester hours in a second content area in order to pursue add-on certification in another middle level content area at a later time. The additional hours in a second content area are not required for a candidate to complete an initial certification program or to be recommended for initial certification. As part of an approved program, EPPs may require candidates to complete two areas of concentration with at least fifteen semester hours of course work in each area.

The SCDE Office of Educator Services and the Commission on Higher Education (CHE) are working together to facilitate the review process for EPPs seeking to change their approved middle level programs from two concentration areas to one.

As a reminder, all necessary approval processes must be completed at the institutional level prior to submitting the program change to the CHE and/or the SCDE for review. The attached chart summarizes the actions and documentation needed as part of the program modification process. If you have questions regarding the redesign of your EPP's middle level program or about the review process at SCDE please contact me at [jritter@ed.sc.gov](mailto:jritter@ed.sc.gov), or Dr. John Lane at [jlane@che.sc.gov](mailto:jlane@che.sc.gov) for questions about the process at the Commission.

As always, we appreciate your many efforts in preparing teachers to serve South Carolina's P-12 students in classrooms throughout our state.

**South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures**  
*Content of Middle Level (Grades 5–8) and High School (9–12) Preparation Programs*

***Content of Middle Level (Grades 5–8) Preparation Programs***

Approved by the State Board of Education on December 12, 2017

Consistent with standards of the Association of Middle Level Education (AMLE), middle level candidates at the undergraduate level must complete at least one area of content preparation. Candidates must take 18 to 21 semester hours of coursework in the selected content area (i.e., English language arts, mathematics, science, or social studies). At least 12 semester hours in the selected content area must be upper-level coursework above general education requirements.

Clinical experiences for middle level candidates must be in grades five through eight in the content area(s) in which they are seeking initial certification; however, candidates should have field experiences across the middle level grade span. Candidates are encouraged to take 6 to 12 semester hours in a second content area in order to pursue add-on certification in another middle level content area at a later time. The additional hours in a second content area are not required for a candidate to complete an initial certification program or to be recommended for initial certification.

As part of an approved program with two concentration areas, Educator Preparation Providers (EPPs) may require candidates to complete two areas of concentration with at least 15 semester hours of coursework in each area.

Note: Prior to December 12, 2017, middle level candidates at the undergraduate level were required to complete two areas of concentration with at least 15 semester hours in each area.

***Content of High School (9–12) Preparation Programs***

**Approved by the State Board of Education on August 8, 2012**

Secondary candidates must complete a major of at least 30 semester hours in the area for which they are seeking certification.

Middle Level Decision Chart			
Option	Decision	Action	Documentation Required
1	The provider will keep its approved middle level program as it is with two concentrations and recommend candidates for certification in two content areas.	No action is required.	No documentation is required.
2	The provider will make no curricular changes to its approved middle level program, but it will recommend candidates for certification in only one subject area.	<p><b>Public institutions.</b> Because the institution will not make any curricular changes, the provider does not need to notify the Commission on Higher Education (CHE) or seek CHE approval.</p> <p><b>All institutions.</b> The provider must, however, inform the South Carolina Department of Education (SCDE) that candidates will be recommended for certification in only one subject area.</p>	The provider must submit a formal notification letter to the SCDE Office of Educator Services indicating that the curriculum and plans of study for middle level candidates will not change but that candidates will be recommended in only one subject area.
3	The provider plans to change the curriculum of its approved middle level program and to recommend candidates for certification in only one subject area.	<p>A <b>public institution</b> must submit a Program Modification to the CHE indicating the changes to the program curriculum and structure of the middle level program and that candidates will be recommended in only one content area.</p> <p>A <b>private institution</b> must submit a Program Modification to the SCDE indicating the changes to the program curriculum and structure and that candidates will be recommended in only one content area.</p>	<p>A <b>public institution</b> must submit the Program Modification documentation to the CHE for approval, noting that the middle level program will require only one concentration area for certification. Concurrently, the institution must provide notification to the SCDE by submitting a copy of the same proposed Program Modification. However, the SCDE will not take action on the proposal until the provider receives CHE approval. At that time, the provider must submit to the SCDE a copy of the Program Modification as approved by the CHE if it differs from the original submission. The documentation for the SCDE must include the updated programs of study. The Program Modification must be approved by the State Board of Education (SBE) before candidates may be recommended for certification.</p> <p>A <b>private institution</b> must submit the Program Modification documentation to the SCDE for State Board of Education approval, noting that the middle level program will require only one concentration area for certification. The documentation for SCDE review and SBE approval must include the updated programs of study. The Program Modification must be approved by the State Board of Education (SBE) before candidates may be recommended for certification.</p>

Per State Board of Education policy, candidates must take eighteen to twenty-one semester hours of courses in the single concentration area in order to be recommended for certification.