

Winthrop University

Addition of:

Bachelor of Arts in Social Studies Education
with
9-12 Social Studies Teacher Certification

September 2013

Signature on Original hardcopy version

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President

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Program Overview

Name of Proposed ProgramBA in Social Studies Education with 9-12 Teacher Certification
Concentrations.....Economics, history, political science, psychology, and sociology & anthropology
Academic units involvedCollege of Arts and Sciences and Richard W. Riley College of Education
LevelBachelor's Degree
Proposed date of implementation.....August 2014
CIP code.....to be assigned
SiteWinthrop University Main Campus
Program.....New
Qualified for Supplemental ScholarshipNo
Delivery modeTraditional
Area of Certification.....9-12 Social Studies

Institutional Approvals

Created.....07/03/2012
Department Chair07/03/2012
College Curriculum.....08/23/2012
College Assembly09/04/2012
College Dean09/05/2012
Teacher Education Committee10/10/2012
Committee on Undergraduate Curriculum.....11/09/2012
Academic Council.....11/19/2012
Vice President for Academic Affairs12/01/2012
President01/30/2013
Board of Trustees02/15/2013

Purpose and Goals

The purpose of the proposed program is to combine existing options for social studies teacher certification at the undergraduate level, expand the interdisciplinary nature of social studies teacher preparation, and add concentration options. The program will use the certification core and faculty currently involved with teacher certification at Winthrop, the social studies core and faculty currently involved with content preparation, and content courses and faculty currently involved in the associated minors and majors for each concentration. New elements needed for the program include a program coordinator and the addition of a second 3-credit methods course to allow for better alignments with the National Council on Social Studies (NCSS) standards for teacher preparation.

The program goals match those of the Specialized Professional Association (SPA) standards for teacher certification. NCSS provides subject matter standards of three types: thematic standards, disciplinary standards, and programmatic standards for initial licensure. The thematic and the disciplinary standards are used in four ways: (1) to assess the knowledge and competence of individuals seeking social studies certification, (2) to assess the quality of teacher education programs that prepare these individuals for initial certification, (3) to determine the appropriateness of state standards and procedures that are used to evaluate teacher preparation programs that would be designated “nationally recognized” by NCSS, and (4) to guide those establishing criteria and procedures to be used for advanced certification of social studies teachers, such as the National Board for Professional Teaching Standards (NBPTS). The programmatic standards are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. They are expected to be used for NCSS approval of (1) institutional programs and (2) state standards and procedures that are used to evaluate teacher preparation programs that seek to be designated as “nationally recognized” by NCSS.

Thematic Standards

CULTURE AND CULTURAL DIVERSITY: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

TIME, CONTINUITY, AND CHANGE: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

PEOPLE, PLACES, AND ENVIRONMENTS: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

POWER, AUTHORITY, AND GOVERNANCE: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.

SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

GLOBAL CONNECTIONS: Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

CIVIC IDEALS AND PRACTICES: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Disciplinary Standards

HISTORY: Teachers who are licensed to teach history should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

GEOGRAPHY: Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

CIVICS AND GOVERNMENT: Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

ECONOMICS: Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

PSYCHOLOGY: Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Programmatic Standards for Initial Licensure

SUBSTANTIAL INSTRUCTION IN ACADEMIC AREAS WITHIN THE SOCIAL STUDIES FIELD: Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.

COURSE OR COURSES ON TEACHING SOCIAL STUDIES: Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses that focus on pedagogical content knowledge that deals specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

QUALIFIED SOCIAL STUDIES FACULTY: Institutions preparing social studies teachers should provide faculty in all components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

CLINICAL SCHOOL EXPERIENCES IN SOCIAL STUDIES SETTINGS: Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete multiple clinical experiences in middle and/or secondary school social studies classrooms. These experiences should begin early in a teacher candidate's professional program and culminate in an integrative capstone experience (student teaching) of a substantial amount of time (typically full time for a complete semester). Both experiences should be closely supervised by qualified professionals.

GENERAL STUDIES: Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete, in addition to professional and major courses, general arts and science courses that reach across several areas of study, including language arts, humanities, languages, mathematics, physical sciences, and technology. (<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>)

Justification

Need for the Program at the Institution

Winthrop University currently provides two undergraduate options for teacher certification in Social Studies. Students choose a Bachelor of Arts in either History or Political Science with a minor in education. These options include a core of courses from across the social studies disciplines and teacher education coursework required for certification. Overwhelmingly most students major in history. Although all social studies teachers need significant coursework in history, this structure does not fully express the interdisciplinary nature of the certification and work of a social studies teacher. Providing a single degree program with concentration options in economics, history, political science, psychology, and sociology & anthropology has the potential to attract additional students, consolidates all students into a single program, and emphasizes the full range of themes taught in social studies courses at the secondary school level. The new structure also allows for the addition of a second methods course which is needed to help students explore methods and content across all disciplines.

The program idea was shared with area school administrators through the partnership network structure at Winthrop. The response was extremely positive. The administrators emphasized the interdisciplinary nature of the certification and saw the new structure better supporting this reality. Housing the program in the Department of Interdisciplinary Studies with a clearly identified program director provides more exposure for the certification option. Further, the creation of an advisory board allows for participation of faculty and departments providing coursework and concentrations. This team will better facilitate a cooperative approach to teacher preparation needed in social studies.

State Need for Certified Social Studies Teachers

According to the 2012 CERRA Teacher Supply and Demand Study (http://www.cerra.org/media/documents/2012/12/2012_Supply_and_Demand_Report_FINALz.pdf), there are

3008.19 secondary social studies positions statewide in the 2012-2013 academic year. Of these positions 358.75 were filled by new teachers and 9 remained vacant at the start of academic year. It is important to note that this is a proposal for a new program but is designed to replace two existing options for teacher certification at Winthrop. This program does not add additional program options statewide. Instead this program is focused on making more efficient and effective the existing teacher certification option for 9-12 social studies teachers at Winthrop. The current programs for teacher certification are strong overall and enrollment is expected to maintain or increase as a result of the change. Estimated increase is due to additional concentration areas.

As a replacement for existing programs, the proposed undergraduate option for teacher certification will continue to help meet the need for social studies teachers in the state with a potential to increase graduates. The number of open positions at the start of the 12-13 academic year provides support that there is potential employment if enrollments increase. Data for the current academic is not yet available.

Centrality of the Program to the Institutional Mission

The mission of the program is congruent with that of the University, the Richard W. Riley (RWR) College of Education, and the College of Arts and Sciences. The University mission statement includes the following: "The University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the state of South Carolina." The College of Education mission statement asserts the following: "The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas." Finally, the mission of the College of Arts and Sciences states: "The College of Arts and Sciences provides educational opportunities for students to gain knowledge, insights, and skills in order to grow more sensitive to the significance of the human heritage, to participate and contribute knowledgeably and effectively as citizens, and to lead rewarding, productive and enriched lives within the contemporary world." The restructuring of the social studies education program fits into the context of these missions because, like the mission of the University and the colleges, the mission of this program is to provide high quality academic preparation for social studies teachers. Their professional training will provide school districts and secondary students with access to certified individuals uniquely qualified to teach across the disciplines.

Conceptual Framework Summary

"Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for twenty-first century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings,

candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.”

(<http://www.winthrop.edu/uploadedFiles/coe/UnitStandardsJuly2012Individual%20Pages.pdf>)

Initial Teacher Preparation Unit Standards Framework

Unit Standards and Elements
<p>US 1. Diverse Needs of Learners - The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs. 2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners. 3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs. 4. The teacher candidate maintains high expectations for the achievement of all learners.
<p>US 2. Learning Environment - The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate identifies factors that promote a positive, safe, and caring environment. 2. The teacher candidate develops and implements a proactive classroom management plan that promotes positive behaviors, active engagement, and respect for individual differences. 3. The teacher candidate promotes positive social interaction and a sense of community in the learning environment.
<p>US 3. Technology - The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression. 2. The teacher candidate utilizes technology to fulfill the principles of Universal Design for Learning by providing multiple representations of content, multiple options for engaging learners, and multiple options for learners to demonstrate understanding. 3. The teacher candidate models and requires safe, legal, ethical, and appropriate use of digital information and technology. 4. The teacher candidate utilizes technology to collect, manage, and analyze data to determine impact on student learning.

Unit Standards and Elements
<p>US 4. Assessment - The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals. 2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners. 3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.
<p>US 5. Instruction and Learners Engagement - The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains (language/literacy, cognitive, social/emotional, physical, moral) to plan and implement learner-centered lessons aligned with curriculum goals and standards. 2. The teacher candidate motivates learners and engages them in appropriately challenging experiences that encourage higher order thinking. 3. The teacher candidate plans and implements instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding. 4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.
<p>US 6. Literacy - The teacher candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate applies essential components of literacy instruction using evidence-based practices appropriate for the discipline(s). 2. The teacher candidate models the use of literacy strategies within the discipline(s). 3. The teacher candidate implements, or collaborates with school professionals to implement, appropriate interventions for learners who struggle in one or more literacy areas. 4. The teacher candidate provides opportunities within the discipline(s) that motivate learners to use literacy skills.
<p>US 7. Professional Learning and Ethical Practice - The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice. 2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold the rights and responsibilities of teachers and learners. 3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline.

The teacher education programs in the RWR College of Education and College of Arts & Sciences are built upon a foundation of standards focused on preparing teachers for the demands of classrooms today and in the future. Through strong partnerships with a network of schools and educators, the teacher education programs and specifically the BA in Social Studies Education with Teacher Certification are informed by leaders both at Winthrop and our partner schools. The teacher education core, required content courses, field experiences, and general education coursework are woven together in a preparation program that meets the program standards that include a) recognition and application of strategies that meet the needs of diverse learners; b) exploration of various learning environments; c) effective application of technology, assessment, and literacy strategies; d) design of instruction that engages students; and e) focus on professional expectations and ethical practice.

Relationship of the Program to Other Programs within the Institution

The addition of BA in Social Studies Education with Teacher Certification will restructure and replace existing programs in the Departments of History and Political Science that currently serve as the undergraduate paths for 9-12 teacher certification in social studies. Students in the new program will continue to take content courses across the social studies disciplines; will do more advanced study in one of five concentration areas (economics, history, political science, psychology, or sociology & anthropology); will take the education core housed in the RWR College of Education, and will have two methods-based experiences specifically aimed at teaching strategies across the multidisciplinary certification area.

Similarities or Differences between the Proposed Program and Other Institutions

The table below summarizes the degree requirements found on university websites indicating undergraduate degree options in social studies education. The content courses required across programs remains fairly consistent and are in line with the disciplinary standards required by NCSS. The location of the program in college/university structures varies as does the name and indication of a BA or BS.

The proposed program at Winthrop is not adding a new option for social studies education. Instead the program is restructuring existing programs (which will be discontinued). The proposed program is designed to increase exposure to the multidisciplinary nature of the certification program and allow for the identification of a program director who can serve as the primary contact for content departments engaged in social studies teacher preparation.

University	Certification Options related to Social Studies
Coker	No information about required content specific coursework available on website. General information available at: http://www.coker.edu/images/pdf/academic_catalogs/2012_13_Academic_Catalog.pdf pages 137 to 138.
Anderson	The social studies education program is housed in the College of Education and students take a variety of course in the other colleges. Content required includes 21 hours of history (includes US, western civ, and non-western civ), 6 hours in psychology (intro and human development), and 3 credits each in economics (intro), geography, and political science (American gov). In addition to content coursework, students are required to take 37 hours in education with no content specific teaching methods listed. (Found in course catalog for 2012-2013)
Charleston Southern	Not listed as an option for certification http://catalog.csuniv.edu/content.php?catoid=9&navoid=196#programs
College of Charleston	Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (see below), and the secondary education cognate major requirements (42 hours). Social Studies candidates complete a degree in history (Bachelor of Arts). Note in a second place in the catalog there seemed to be an indication that students could also choose a major in Political Science or Sociology. A set of 24 credits is required in social studies courses including: 9 hours in history (6 US and 3 world) and 3 hours each in anthropology, economics (micro only), geography (taught from political science department), political science (American government), and sociology. http://catalogs.cofc.edu/undergraduate/secondary-education-cognate-major-requirements.htm
Clemson	Program is listed on the website as Secondary Education with social studies certification with an emphasis in history. Content courses varied slightly by teaching major but included history (US, western, and non-western clearly identified), political science (American gov't and international relations), anthropology, sociology, and psychology. Program requires economics only as an introductory course. http://www.clemson.edu/majors/curriculum/125.pdf
USC – Upstate	The social studies education program is housed in the College of Education and students take a variety of courses in the other colleges. Content required includes 27 hours of history (includes US, world, and non-western), 3 to 6 hours in psychology, 6 to 9 hours in sociology, and 3 credits each in economics (micro or macro), geography, and political science (American gov't). In addition to content coursework, students are required to take 43 hours in education. http://www.uscupstate.edu/uploadedFiles/academics/Education/PoS%202012%20Social%20Studies-History.pdf

Admissions Criteria

Initial admission to the program will be in line with admission to the institution and/or continuation at the institution in good standing. At the end of the fourth semester, students will be required to apply for admission to the teacher education program.

Eligibility for application:

1. Attended an information session on admission to Teacher Education Program. Information sessions offered twice in the fall and the spring.
2. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
3. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.

4. Completed the following core courses with a grade of "C" or better in each course: EDUC 101, EDUC 200, EDUC 220, EDCO 201, EDCO 202 and EDCO 203 or equivalents.
5. Achieved satisfactory field evaluations in EDUC 200, EDUC 220, EDCO 201, EDCO 202, and EDCO 203 or equivalents.
6. Met testing requirements which are defined as: PRAXIS I (PBT/CBT) is the required test for admission to the Teacher Education Program unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT.
(<http://www.winthrop.edu/coe/sas/default.aspx?id=27816>)

Application requirements and procedures:

The following must be submitted for faculty and college review:

- a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education,
- evidence of 25 hours of recent supervised experience working with the age-level student for which licensure is sought (Youth Exp.Requirement), and
- an admission essay that documents the student's growth toward meeting the College of Education Unit Standards. Students are required to provide examples of how their experiences in general education, educational core courses, and field experiences have prepared them to be well-educated teacher candidates who are committed to and capable of working with diverse and challenging students (Essay Writing Prompt) (Essay Rubric),

Required Approvals:

- the Director of Student Academic Services,
- an admission committee comprised of faculty from the Teacher Education Program (including CAS program faculty), and
- the Dean of Education or designee.

Additional requirements beyond admission

- Students in the Teacher Education Program must maintain an overall GPA at Winthrop of 2.75.
- Program Area Review teams review student records (including applications and any disposition data) before a student enters Internship I in Fall of the senior year and again before Internship II.

Enrollment

Recent Enrollment

	History	Political Science
Fall 2010	58	6
Fall 2011	42	6
Fall 2012	36	4

Projected Enrollment

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit hrs	Headcount	Credit hrs	Headcount	Credit hrs
2014-2015	45	675	40	600	10	150
2015-2016	47	705	42	630	10	150
2016-2017	49	735	44	660	10	150
2017-2018	51	765	46	690	10	150
2018-2019	53	795	48	710	10	150

Process Used to Make Estimates

The proposed program is replacing existing programs for teacher certification at Winthrop; therefore, very little growth is expected in the next five years. In addition, enrollment/graduation numbers in undergraduate certification for all secondary programs have been on the decline due to the attractive nature of the recently approved fifth-year master's option for certification. Therefore, the numbers above represent modest growth in new majors from the enrollment numbers over the past three years. About one-third of the incoming history majors with certification who go on to complete degrees at Winthrop drop the certification minor or change from history all together (based on a review of students for a recent program review in the Department of History). A goal for the new program director will be to work on retention of these students in either the undergraduate program proposed here or the MAT options for certification. Credit hour production is based on an average of 15 credit hours per student per semester.

Estimate of New Enrollment

The majority of students expected to choose the BA in Social Studies Education Program are those who would have pursued a BA in history with a certification minor in the current Winthrop structure. The new program is primarily focused on making the certification option more responsive to the expectations of accreditation and efficient in efforts to recruit and retain majors (in the undergraduate and graduate certification options). New enrollment is

possible with the addition of concentrations (from 2 in current structure to 5 in proposed program). The design of the core and the concentrations will allow students to move easily between the proposed BA program and BA degree options in the various concentrations. Students will be encouraged to choose the certification option early due to the sequencing of the education core. Students who indicate interest after the third semester will be directed to consider the Master of Arts in Teaching options already in place. Students can easily transfer out of the program to a degree in the concentration with a minor in social sciences throughout the four years but will be encouraged to do so before the start of the final two semesters.

Curriculum					
General Education Courses 29 to 31 hours			ACAD 101: Principles of the Learning Academy	0-1	
	Critical Skills	Writing and Critical Thinking	WRIT 101: Composition	3	
			CRTW 201: Critical Reading, Thinking, & Writing	3	
		Quantitative Skills	Choose from the approved list; Students choosing the economics concentration should complete MATH105 or MATH201		3-4
			Logic/Language/Semiotics	Foreign Language at the 102 level	7
		Approved course excluding Foreign Language			
		Oral Communication	Met in Major	0	
	Technology	Met in Major	0		
	Skills for a Common Experience and Thinking Across Disciplines		HMXP 102: The Human Experience: Who Am I?	3	
		Global Perspectives	Met in Major	0	
		Historical Perspectives	Met in Major	0	
	Developing Critical Skills Applying them to Disciplines	Natural Science	from 2 categories & 1 must be a lab science		7
		Social Science	Met in major		0
		Humanities and Arts	3 credits met in major		0
			See approved list (must be second designator)		3
		Intensive Writing	May be Met in major with SCST 391 (Pending Gen Ed approval)		0
	Constitution Requirement	Met in major		0	
	Core Requirements 39 hours		ECON 215 & 216		6
		GEOG 101 & 201 or 303 or 306		6	
		PLSC 201 & 205 or 207		6	
		SOCL 101 or 201		3	
		PSYC 101		3	
		World History	Two of the following: HIST 111, 112, or 113	6	
		US History	HIST 211 and 212	6	
		European History	HIST 344, 345, 346, or 347	3	
Education Sequence 36 hours	Education Common Core	EDUC 101, 200, 220, 401, 402, 410 EDCO 201, 202, 203, 305, 306, 350, 351		29	
	Social Studies Method and Field Experience	SCST 390, 391, 392		7	

Concentrations (choose one) 18 hours	Economics	ECON 315, 316		6
		ECON electives: Choose 12 hours of ECON electives from: ECON 306*, 331, 332, 335, 343, 346, 415, and 521 (*includes a prerequisite not included in the program, so students should plan ahead when choosing this elective)		12
	History	HIST300 & 590		6
		HIST electives: Include at least 6 hours at the 500-level and at least 3 hours from each of the groupings	<u>United States</u> : HIST 308, 310, 313, 314, 315, 325, 501, 505, 507, 509, 515, 518, 521, 524, 525, 527	12
			<u>Europe</u> : HIST 343, 344, 345, 346, 347, 540, 542, 547, 548	
			<u>Asia, Africa, and Latin America</u> : HIST 333, 334, 335, 337, 338, 351, 352, 551, 552, 553, 560, 561	
	Political Science	Choose three credit hours from each of the following categories	<u>American</u> : PLSC 202, 302, 305, 306, 307, 310, 311, 312, 313, 314, 371, or 518	9
			<u>Theory</u> : PLSC 351, 352, 355, 356, 551 or 553	
			<u>Public Policy and Administration</u> : PLSC 317, 319, 321, 323, 324, 325, 504, 508, or 515	
		Choose 9 additional hours of PLSC electives		9
	Psychology	Choose 9 credit hours from: PSYC 206, 305, 313, 335, 409, 508		9
		Choose 9 additional hours of PSYC electives		9
	Sociology & Anthropology	ANTH 201		3
		SOCL/ANTH 302		3
SOCL316, 516, 598		9		
Choose 3 additional hours of SOCL or ANTH electives		3		
General Elective or Foreign Language			0-2	
Total Credits			124	

New and Modified Courses

Designator/ Number:	SCST391 (modified)
Catalog Title:	Principles of Teaching Social Studies II
Catalog Description:	Students will explore management strategies, with more advanced application of strategies related to planning and instruction in the social studies classroom. Emphasis will be placed on instructional strategies that address the needs of multiple learners while focusing on the content in state and national standards. Further, exploration of appropriate assessment strategies will be incorporated into the unit design process. Special attention will be placed on the content from the areas of Government, Economics, Technology, Global Connections, and Civics.

Designator/ Number:	SCST391 (modified)
Goals for the Course:	Students will demonstrate skills in the areas of lesson planning and lesson presentation that demonstrate an ability to modify lessons for diverse learners. Students will recognize and apply appropriate management skills to presentation settings and through discussions of possible classroom scenarios. Students will design and evaluate assessment instruments for the social studies classroom. Students will apply knowledge from content courses in of Government, Economics, Technology, Global Connections, and Civics to design appropriate lessons that address SC standards. Further, links will be made from the study of all social studies to topics in anthropology covered in the state standards. Students will present lessons to peers. (Plan to apply for this course to count as an oral intensive course.)
Teaching Method:	Lecture, Seminar
Credit Hours:	3.00
Prerequisite:	SCST390
Corequisite:	SCST 392
Justification for Course Action:	This course is being modified to align with the creation of SCST390 and the new education core courses. The addition of a new methods experience is the result of discussions and review of data related to accreditation and associated data collections. Specifically the needs of students associated with the Praxis II exam and working with diverse learners have influenced the creation of the course. Pre-reqs have been altered to appropriately place this course in the social studies program.

Designator/ Number:	SCST390 (new)
Catalog Title:	Principles of Teaching Social Studies I
Catalog Description:	Exploration and application of strategies related to planning, instruction, content reading, and content literacy in the social studies classroom. Emphasis will be placed on applying knowledge from content courses to design lessons associated with state and national standards. Special attention will be placed on content from the areas of Culture, History, Geography, Psychology, and Sociology.
Goals for the Course:	Students will demonstrate beginning skills in the areas of lesson planning and lesson presentation. Students will gain test taking strategies needed for the PRAXIS II content exam. Students will apply knowledge from content courses related to Culture, History, Geography, Psychology, and Sociology for the design of appropriate lessons that address SC standards. Students will design multiple lessons and write various types of papers associated with the teaching of social studies. (Plan to apply for this course to count as a writing intensive course.) Students will explore and apply literacy strategies in lesson design.
Teaching Method:	Field Experience, Lecture, Seminar
Credit Hours:	3
Prerequisite:	
Notes for Catalog:	Offered in the fall only. Specifically designed for students planning to pursue social studies certification through an undergraduate program or the MAT5.
Justification for Course Action:	This course is created to align with the modification of SCST391 and the new education core courses. The addition of a new methods experience is the result of discussions and review of data related to accreditation and associated data collections. Specifically the needs of students associated with the Praxis II exam and working with diverse learners have influenced the creation of the course. Pre-reqs have been provided to appropriately place this course in the social studies program and allow students planning to pursue the MAT5 access to this course as an undergraduate.

Assessment

Assessments of student learning outcomes

Data are collected and examined as part of the Specialized Professional Association report submitted to NCSS for accreditation. These data are collected and monitored across academic years and inform decisions concerning program change.

Assessment 1: Licensure assessment. For certification as a secondary social studies teacher, South Carolina requires teacher candidates pass the Praxis II. Students must pass this exam before beginning Internship II.

Assessment 2: Assessment of general content knowledge in the discipline to be taught. The GPA from all required social studies courses or their equivalent is figured. These data are used to track candidate preparation throughout the program.

Assessment 3: Planning, instruction, and assessment. The Unit Plan requires that candidates choose a topic and secondary grade level as the context for the unit. They plan a pre-test to measure prior knowledge, five days of contiguous lessons with many formative assessments, and a summative assessment to measure candidate learning. There are nine parts of the unit plan that are graded and measured: (a) The unit topic with a rationale that defines and defends the choice; (b) a list of topics with a rationale for why students should learn this material; (c) the contextual factors of the community, school, and students in the classroom used in instructional judgments; (d) the learning goals of the unit; (e) the daily objectives; (f) the daily lesson plans, which are the most important part of the unit; (g) a list of resources needed to complete the lessons; (h) evaluation procedures upon which instructional decisions are made; and (i) the quality of the writing is measured.

Assessment 4: Student Teaching Assessment. Internship II is a full-time teaching assignment where candidates are assigned to a mentor teacher for the entire semester. A university supervisor meets with and assists the candidate and mentor teacher as needed, conducts formal observations of the candidate performing instruction, and completes all evaluations. In addition, a school-based ADEPT trained evaluator conducts formal observations in all placements to provide additional assessment of the candidate's performance. The Internship II Evaluation Instrument aligns with NCSS Standards for teacher preparation and includes common questions for Professional Education Unit Assessment Needs.

Assessment 5: Effects on Student Learning. All teacher education candidates complete an Internship Work Sample. The Internship Work Sample (IWS) is designed to provide a structured experience in documenting the impact on the P-12 learners in your classroom. Knowing how to effectively document progress with students is critical for teacher accountability. The IWS is designed to document the specific activities interns engage in to help students learn. These

activities provide evidence that candidates can apply in the classroom what they have learned in their course of study in the college and content departments.

Assessment 6: Other Assessment: The Lesson Log was designed to directly assess the 10 NCSS thematic standards. Candidates use previously learned skills in Backwards Design and the Six-Step Lesson Model to design 10 lessons that utilize each national standard. These lessons must also address a South Carolina State Social Studies Standard. For example, the first lesson in the log is to use the first NCSS Standard: Cultural and Cultural Diversity and at least one of the exemplars combined with any state standard that also addresses Culture and Cultural Diversity. There are nine separate measurable components in each Lesson Log: (1) Content Standards; (2) Objectives and Essential Questions; (3) Candidate Lessons and Activities; (4) Assessments; (5) Teaching Strategies; (6) Differentiation; (7) Six-Step Lesson Plan; (8) Creativity; and (9) Writing Mechanics. The key component is the link of the state standards to the national standards that is measured directly in component one and indirectly in the other components.

The combination of these assessments and corresponding data provide to the program measures of overall learning and individual performance indicators for candidates progressing through the program. With the development of the new program and corresponding program advisory group, this data will be reviewed across program areas. Currently, program data are reviewed by two history faculty and one education faculty. The expanded review of the program advisory group has the potential of impacting practice in multiple departments.

Faculty

Rank and Academic Qualifications of Faculty

Staff	Relevant Academic Degrees	Experience/Role
Assistant Professor #1 (COE)	University of Virginia – Ph.D. Major Areas: Curriculum and Instruction, emphasis in Instruction Minor Area: Instructional Technology University of North Carolina, Charlotte - M.Ed. Major Area: Secondary Education Minor Area: Classroom Management Oregon State University – B.S. Major Area: Secondary Education in Social Studies Certification Areas: U.S. History, World History, Political Science, Speech, and Drama	<ul style="list-style-type: none"> • 9 Years of high school social studies teaching experience • Supervisor for Internship I and II • Instructor for current methods course • Member of Current Program Area Review Team
Associate Professor #1 (history)	Ph.D. in U.S. History, University of South Carolina-Columbia. Areas of concentration: U.S. (since 1876); Russia and Eastern Europe; Colonial America (to 1789). African-American, American Diplomatic, Constitutional, and Southern History. M.A. in U.S. History, Winthrop University. Areas of concentration: 20th Century America, Modern Europe, and American Diplomatic History. B.A. in History/Political Science, Presbyterian College. Areas of concentration: Recent American History, American Constitutional History, and American Political Parties.	<ul style="list-style-type: none"> • 6 years public school teaching experience • Supervisor for Internship I and II • Member of Current Program Area Review Team • Member of Program Planning Group
Associate Professor #2 (political science)	Ph.D., M.A., and M. Phil. In Political Science, City University of New York Areas of concentration: Political Theory, Comparative Politics, Women’s Studies	<ul style="list-style-type: none"> • Chair Department of Political Science • Member of Program Planning Group
Professor #1 (History)	Ph.D. University of Wisconsin-Madison. History. Major: Latin America Minor: United States M.A. University of Wisconsin-Madison. History. A.B., <i>magna cum laude</i> . Duke University. History & Economics.	<ul style="list-style-type: none"> • Member of Current Program Area Review Team • Chair Content Department • Member of Program Planning Group
Professor #2 (Sociology)	Ph.D. Indiana University. Sociology Minor: Organizational Theory (Business School) MA Emory University. Sociology BA Emory University. Major: Sociology Minor: Education	<ul style="list-style-type: none"> • Chair Content Department • Member of Program Planning Group
Professor #3 (Psychology)	University of Kentucky Ph.D. - School Psychology M.A. - Educational Psychology and Counseling B.A. – Psychology	<ul style="list-style-type: none"> • Chair Content Department • Member of Program Planning Group

Staff	Relevant Academic Degrees	Experience/Role
Professor #4 (Interdisciplinary Studies)	Ph.D. University of South Carolina, Geology. MS, University of South Carolina, Geology. BS The Pennsylvania State University, Geosciences: Geology and Geochemistry; Marine Sciences.	<ul style="list-style-type: none"> • Chair Department of Interdisciplinary Studies • Member of Program Planning Group
Professor #5 (Economics)	Ph.D. – UNC-Chapel Hill, Economics B.S. – Memphis State University, Economics and Math	<ul style="list-style-type: none"> • Director, Center for Economic Education
Instructor #1 (Social Studies)	B. A. in English – Winthrop College Paralegal Certification – Philadelphia Institute for Paralegal Training M. A. in History – Winthrop University	<ul style="list-style-type: none"> • Supervisor for Internship I and II • Member of Program Planning Group

New Faculty

One new faculty member will be needed to serve as program director. The new faculty (planned to be assistant professor rank or higher) will be responsible for program oversight. This oversight will include tasks such as recruitment and retention of majors, accreditation reporting, coordination of the advisory group, supervision of interns, methods instruction, and appropriate content instruction.

Changes in Assignments of Existing Faculty

It is expected that the current social studies educators involved in supervision of Internships I and II along with methods instruction will continue to be involved in the new program in similar ways.

Institutional Plan for Faculty Development

The primary areas of development for Winthrop faculty will be in the area of methods and advising. Although the methods course, as it currently exists, is interdisciplinary, the addition of a second course in methods will allow for more in-depth exploration of teaching strategies and content themes across the social studies. As a program director is identified, additional professional development will be discussed by the program advisory board for faculty in the expanded concentration options.

Definition of FTE

One faculty FTE is defined as a single faculty member teaching nine or more hours in a given semester.

Headcount and FTE

See attached table – Appendix A

Physical Plant

The programs will be housed in existing buildings at Winthrop University. No additional needs are expected.

Equipment

The programs will use existing equipment at Winthrop University. No additional needs are expected in relation to this program.

Library Resources

As in all fields, additional resources are needed to provide current social studies education and content related materials in our library. However, this is addressed in current budgets as departments are able to request materials annually. The Departments of Economics, History, Political Science, Psychology, and Sociology & Anthropology will be asked to include teacher-related materials in their departmental requests to provide additional resources for prospective teachers.

Accreditation, Approval, Licensure, or Certification

The BA in Social Studies with Teacher Certification will be included in the reports submitted to NCSS as part of the periodic National Council for Accreditation of Teacher Education (NCATE) process. Under the current accreditation process, the social studies education program will submit reports to the NCSS that delineate data by program and level. These reports then become part of the unit review for NCATE.

Winthrop received National Recognition with no conditions in February 2011 for the current BA programs with secondary social studies certification. For a more complete description of the program assessments, see the curriculum section of this document.

Winthrop is accredited by the Southern Association of Colleges and Schools. Winthrop received initial regional accreditation in 1923 and received reaffirmation of accreditation in December 2011.

Link to national SPA standards

The core requirements in the proposed BA provide a content foundation across the social studies. The set of core content experiences provides a foundation for the exploration of the thematic and disciplinary standards set by NCSS.

Core Requirements 39 hours		ECON 215 & 216		6
		GEOG 101 & 201 or 303 or 306		6
		PLSC 201 & 205 or 207		6
		SOCL 101 or 201		3
		PSYC 101		3
		World History	Two of the following: HIST 111, 112, or 113	6
		US History	HIST 211 and 212	6
		European History	HIST 344, 345, 346, or 347	3

The current one course methods sequence provides a broad overview of all the NCSS standards and the education course requires significant field work (most in content specific classrooms). With the addition of a second methods course, candidate will have an opportunity to more completely explore the variety of themes and disciplines covered by the NCSS standards. Students will have more time to develop skills in planning and explore additional instructional strategies.

Education Sequence 36 hours	Education Common Core	EDUC 101, 200, 220, 401, 402, 410 EDCO 201, 202, 203, 305, 306, 350, 351	29
	Social Studies Method and Field Experience	SCST 390, 391, 392	7

Finally, the concentration requirement allows students to study one of the social studies disciplines at a more advanced level.

Course Descriptions

ECON 215 - Principles of Microeconomics (3).
Description: The economic behavior of individual decision-making units in society with development of the concepts of consumer choice and business firm behavior under different market conditions.
ECON 216 - Principles of Macroeconomics (3).
Description: Analysis of macroeconomic topics including the factors affecting economic growth, inflation and unemployment. Prerequisites: ECON 215.
ECON 306 - Econometrics (3).
Description: The course will prepare students for basic empirical work in economics and business. Students will learn data analysis and regression analysis and have the opportunity to use real data to test economic hypotheses. Notes: Offered periodically. Prerequisites: ECON 215 and QMTH 206 or MATH 141 or MATH 541. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.

ECON 315 - Microeconomic Analysis (3).
Description: Advanced analysis of microeconomic topics dealing with the consumer, the firm, market institutions and social welfare. Notes: Offered in fall. Prerequisites: ECON 215 and ECON 216 and either MATH 105 or MATH 201. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 316 - Macroeconomic Analysis (3).
Description: Advanced analysis of contemporary macroeconomic theory and policy including the factors affecting economic growth, inflation and unemployment. Prerequisites: ECON 215 and ECON 216. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 331 - Public Finance (3).
Description: Microeconomic analysis of governmental activity, taxation and welfare implications. Prerequisites: ECON 215. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 332 - Economic Games and Strategies (3).
Description: The course will provide an introduction to game theoretic analysis and its application to economics. Students will develop the ability to use the basic tools of game theory to analyze strategic interactions between firms and individuals. Notes: Offered periodically. Prerequisites: ECON 215. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least
ECON 335 - Money and Banking (3).
Description: Analysis of financial markets, central banks and monetary policy. Prerequisites: ECON 215 and 216. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 343 - Environmental Economics (3).
Description: Environmental economics is the application of the principles of economics to the study of how environmental resources are developed and managed. Prerequisites: ECON 103 or ECON 215 or ECON 216. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 415 - Managerial Economics (3).
Description: Applications of economic principles and methods of analysis to managerial decision making. Prerequisites: ECON 215 and either MATH 105 or MATH 201. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ECON 521 - International Trade and Investment (3).
Description: Theory and policy in international trade and investment with emphasis on the motives and mechanisms of international economic and financial transactions. Prerequisites: ECON 215. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.
ANTH 201 - Introduction to Cultural Anthropology (3).
Description: An exploration of cultures throughout the world stressing variability in family, political and economic patterns, religion and world view. Notes: Offered in fall and spring.
HIST 111 - World Civilizations to 950 (3).
Description: A survey of major civilizations of the world until about 950. Notes: Offered in fall, spring and summer.
HIST 112 - World Civilizations from 950 - 1750 (3).
Description: A survey of major civilizations of the world from about 950 to about 1750. Notes: Offered in fall, spring and summer.
HIST 113 - World Civilizations since 1750 (3).
Description: A survey of major civilizations of the world since about 1750. Notes: Offered in fall, spring and summer.

<p>HIST 211 - United States History to 1877 (3).</p> <p>Description: A survey of political, diplomatic, economic, social, intellectual and ethnic developments through Reconstruction with attention to development of the Federal Constitution. Notes: Offered in fall, spring and summer.</p>
<p>HIST 212 - United States History since 1877 (3).</p> <p>Description: A survey of political, diplomatic, economic, social, intellectual and ethnic developments since Reconstruction with attention to development of the Federal Constitution. Notes: Offered in fall, spring and summer.</p>
<p>HIST 300 - Historiography and Methodology (3:3:0).</p> <p>Description: Intensive study and practice in historical writing and research with an overview of historiography and the nature of the discipline of history. Notes: Intensive Writing and Intensive Oral Communication course. Offered in fall and spring. Prerequisites: CRTW 201, HIST 211 and 212, and two from HIST 111, 112, and 113 (all can be taken as co-requisites), or permission or instructor. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 308 - American Ethnic History (3).</p> <p>Description: A study of the experiences of Indians, Jews, European immigrants, Afro-Americans, Chinese, Japanese, Mexicans and Puerto Ricans in the United States. Notes: Cross-listed with AAMS 308. Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 310 - The History of Women in America (3).</p> <p>Description: Beginning with the colonial period and extending through the contemporary women's movement, this course will examine the role women have played in the development of American Society. Notes: Offered variable times. Cross-listed with WMST 310. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 313 - Native American History (3).</p> <p>Description: Survey of Native American History from ancient American to the present. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 314 - Colonial North America (3).</p> <p>Description: History of North America from initial contact between European and Indian peoples through the eve of the Revolutionary War. Particular attention will be devoted to examining the changing relationships between European, Indian, and African peoples as well as to the internal evolution of these diverse societies. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 315 - Civil War and Reconstruction (3).</p> <p>Description: A history of the coming of the American Civil War, the War itself and the ensuing Reconstruction period. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.</p>
<p>HIST 325 - U.S. Sports History (3).</p> <p>Description: This course examines the social and cultural impact of sports from the colonial period through the recent past. It focuses on the evolution from traditional leisure practices to modern commercial sports. Specific themes include the ways in which sports have reflected changing ideologies of class, race, and gender and how sports became an integral part of the entertainment industry in a consumer society. Prerequisite: Sophomore standing or permission of department chair.</p>
<p>HIST 333 - Imperial China (3).</p> <p>Description: This course explores imperial China from the earliest times to 1911. It focuses on causes and consequences of dynastic changes: socioeconomic systems, the development of such major schools of thought and belief as Confucianism, Daoism, and Buddhism, the formation of a bureaucratic imperial state, territorial expansion, and foreign relations. Prerequisite: Sophomore standing or permission of department chair.</p>

HIST 334 - Modern China (3).
Description: This course explores modern China from the mid-19th century to the present. It focuses on the formation of modern Chinese territory, the challenges of Western civilization and military power, the sources and development of Chinese nationalism and revolutions, and contemporary political and economic reforms. Prerequisite: Sophomore standing or permission of instructor.
HIST 335 - Modern Japan (3).
Description: This course explores modern Japan from the mid-19th century to the present. It focuses on the establishment of the modern Japanese state, the rise of nationalism and imperialism, World War II, the U.S. occupation, postwar democracy, socioeconomic changes, foreign relations, and recent issues. Prerequisite: Sophomore standing or permission of department chair.
HIST 337 - Early Africa (3).
Description: This course is a survey of African history from the origins of Homo Sapiens through the era of the trans Atlantic slave trade. Throughout the course we will examine the concepts underlying African political systems, religious institutions and patterns of economic behavior. By the end of the course students should gain a better understanding of the diversity of primary resources used to construct African history and recognize the limitations of Eurocentric visions of African history. Notes: Cross-listed with AAMS 337. Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 338 - Modern Africa (3).
Description: This course examines the events and processes leading up to the colonization of Africa and the subsequent changes in African society under colonial rule and after independence. The course focuses upon the ways in which Africans have shaped their own past and the ways in which Africa has interacted with the world system. Notes: Cross-listed with AAMS 339. Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 344 - European History from the Age of Reason to the Versailles Settlement (3).
Description: A study of political, social, economic, diplomatic and intellectual developments from 1789 to the end of World War I. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 345 - European History Since 1914 (3).
Description: History of Europe since the beginning of the First World War, including the rise of fascism and communism, the Second World War and the Holocaust, the growth of the welfare state, the Cold War, and the collapse of communism, examined within the context of wide-ranging social and cultural change. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 346 - History of England to 1603 (3).
Description: A study of the political, social, and economic developments in England from the coming of the Romans to the death of Elizabeth I. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 347 - History of England from 1603 to the Present (3).
Description: A study of the history of modern England, with emphasis on her emergence as a great imperial power, from the accession of James I to the present. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of the Department Chair.
HIST 351 - Latin American History (3).
Description: A survey emphasizing Iberian and pre-Columbian civilizations, colonial administration and society, the struggle for independence, and political, economic and social developments as independent nations. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of department Chair.
HIST 352 - History of United States-Latin American Relations (3).
Description: This course offers an introduction to the history of political, economic, and cultural relations between Latin America and the United States from the early nineteenth century to the present. Since the years of independence, the United States and the Latin American countries have engaged in a variety of interactions, ranging from collaboration to open confrontation. This course seeks to expose the patterns of these relations as well as its new features. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of department Chair.

HIST 501 - The History of Social Movements in America (3).
Description: The History of Social Movements in America deals with the struggles of American citizens from the 18th through the 21st centuries. This course examines the actions, the rhetoric, and the impact of social movements in American history over time and explores the connections between local grassroots efforts and national political action. Notes: Offered in spring. Prerequisites: HIST 211 and 212. Prerequisite for all 300 and 500 level courses in History: Sophomore status or permission of department Chair.
HIST 505 - History of South Carolina (3).
Description: A survey of the development of South Carolina, emphasizing political, economic and cultural developments. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 509 - African-American History (3).
Description: A survey of the experiences and contributions of blacks from the African origins to the present. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 515 - The United States as a World Power since 1898 (3).
Description: A survey focusing on the principles of American foreign policy and their historical evolution. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 518 - A History of the Old South (3).
Description: A history of the Old South from its founding to the eve of Civil War. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 521 - The New South (3).
Description: A study of Southern institutional development from Reconstruction to the present. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 560 - The History of Mexico and Central America (3).
Description: The study of the social, economic and diplomatic evolution of Mexico and Central America from the colonial period to the present. Notes: Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 561 - The History of the Caribbean (3).
Description: The study of socioeconomic and political trends of the major islands in the Caribbean Sea from the colonial period to the present. Notes: Cross-listed with AAMS 561. Offered variable times. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
HIST 590 - Capstone Seminar in History (3).
Description: This capstone course is required of all history majors, preferably in the senior year. Students will conduct extensive research in both primary and secondary sources, write a substantial research paper (at least twenty pages), lead class discussions, and present the results of their research and defend their theses orally, much as professional historians do at a conference. In sum, students will utilize the skills they have learned as history majors and Winthrop undergraduates to produce a substantial piece of historical research. Notes: Limited to History majors only. Offered fall and spring. Prerequisites: Undergraduate history majors who have completed HIST 300 with a grade of C or better. Prerequisite for all 300 and 500 level courses is History: Sophomore status or permission of the Department Chair.
GEOG 101 - Human Geography (3).
Description: Human adjustment to the physical environment. The geographic factors in the distribution of population and the growth of civilization. Notes: Offered in fall and spring.
GEOG 201 - The Geography of World Regions (3).
Description: An examination of the various global regions and their interrelationships. Specific emphasis is placed upon the dynamic and evolutionary nature of these regions with specific focus on their economic, cultural, and physical characteristics. Notes: Offered in spring.

GEOG 303 - Geography of Africa (3).
Description: Geography of Africa presents Africa's physical environment, its socio-cultural diversity, its colonial heritage, and its economic development. Notes: Cross-listed with AAMS 303. Prerequisites: GEOG 101 or GEOG 103. Sophomore status or permission of the instructor.
GEOG 306 - Geography of Latin America and the Caribbean (3).
Description: This course surveys the geographic and historic factors, which contributed to the present-day complexity of Central America, South America, and the Caribbean. Notes: Offered in spring even years. Prerequisites: GEOG 101 or 201. Sophomore status or permission of the instructor.
PLSC 201 - American Government (3).
Description: National governmental institutions and the political processes which shape public policy. Meets state requirements for course on the U.S. Constitution. Notes: Offered in fall, spring and summer.
PLSC 202 - State and Local Government (3).
Description: A comparative study of the structure and functions of state and local government institutions and political processes. Notes: Offered in fall and spring.
PLSC 205 - International Politics (3).
Description: An introduction to the conceptual framework of contemporary foreign policy and international relations.
PLSC 207 - Comparative Politics (3).
Description: An introduction to the discipline of comparative politics. The course will explore the theoretical components of governments of the world and will prepare students for upper level area studies.
PLSC 305 - The National Executive (3).
Description: Study of the contemporary U.S. Presidency and the Executive Branch. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 306 - Congress (3).
Description: Congress and its principal activities, including an analysis of the way in which Congress makes public policy. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 307 - American Parties and Practical Politics (3).
Description: Political parties, interest groups and citizen politics. Notes: Offered variable times. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 310 - The Judiciary (3).
Description: The courts as decision-making bodies in the political process. Their relationship to the legal profession, interest groups and other parts of government. Notes: Offered variable times. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 311 - Constitutional Law: Federalism and Institutions (3).
Description: The substantive law of separation of powers; powers among the branches of government and between national and state governments. Emphasis on legal, political and historical contexts and processes. Notes: PLSC 311 and 312 in combination may be used to satisfy the Constitution requirement. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 312 - Constitutional Law: Civil Rights and Civil Liberties (3).
Description: The substantive law of rights and liberties, with an emphasis on the political freedoms of speech and press, religious freedom, freedom from discrimination, and due process rights in criminal law. Notes: PLSC 311 and 312 in combination may be used to satisfy the Constitution requirement. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 313 - Public Opinion and Political Participation (3).
Description: The nature, formation and measurement of public opinion, including the kinds of political participation, and the ways that public opinion, political participation, and public policy influence one another. Participation in conducting telephone surveys is required. Notes: Lab Fee: \$40. Offered variable times. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.
PLSC 314 - Media and Politics (3).
Description: The effects of the mass media on American politics including its role in campaigns, institutions and public policy. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.

<p>PLSC 317 - African American Politics and Policy (3).</p> <p>Description: This course is designed to provide students with a thorough understanding of the Black political experience in the United States. It considers relevant historical background and context, the constitutional framework of American government, and the nature of interactions with the main institutions of government. What is more, the course focuses on the role and participation of Blacks in US government and politics as well as the role of political parties, independent government politics, and social movements. In the process, the course highlights the Black struggle for freedom, justice, equality, and full inclusion in the American political community. The role of race, class, and gender in African American politics is a concomitant focus of the course. Notes: Cross-listed with AAMS 317. Offered periodically. Prerequisites: PLSC 201 with a grade of C or better, or AAMS 300, or permission of instructor.</p>
<p>PLSC 319 - Race and Ethnic Politics in the United States (3).</p> <p>Description: This course is designed to provide students with a thorough understanding of the significance of race and ethnicity in American politics and policymaking. Rooted in theories of race, racism, and political economy, the course considers relevant historical background, the constitutional framework of American government, and the nature of interactions between whites, blacks, Latinos, Asian and Pacific Islanders, and Indians peoples and the main institutions of government. Notes: Cross-listed with AAMS 319. Offered periodically. Prerequisites: PLSC 201 with grade of C or better or AAMS 300 or permission of the instructor.</p>
<p>PLSC 321 - Public Policy and Policy Analysis (3).</p> <p>Description: A study of policy formulation and adoption at various governmental levels and of methodologies used to measure policy impacts. Notes: Offered variable times. Prerequisites: PLSC 201 with a grade of C or better, or permission of instructor.</p>
<p>PLSC 323 - Public Administration (3).</p> <p>Description: This course explores the major topics in the study of public administration, including organizational theory, personnel management, financial management and administrative law. Prerequisites: PLSC 201 with a grade of C or better, or permission of the instructor.</p>
<p>PLSC 324 - Health Politics and Policy (3).</p> <p>Description: This course will examine health politics and policy from a comparative perspective. Notes: Offered periodically.</p>
<p>PLSC 325 - Environmental Politics (3).</p> <p>Description: A study of the creation and implementation of major national and international environmental policies, and the varied social and political movements engaged environmental politics. Notes: Offered variable times.</p>
<p>PLSC 351 - Ancient and Medieval Political Thought (3).</p> <p>Description: Survey of the history of Western political thought from the Ancient Greeks through the Middle Ages. Notes: Prerequisites: HMXP 102 or permission of instructor.</p>
<p>PLSC 352 - Modern and Contemporary Political Thought (3).</p> <p>Description: Survey of the major political ideas of the modern era from the Enlightenment through Postmodernism. Prerequisites: HMXP 102 or permission of instructor.</p>
<p>PLSC 355 - Political Ideologies (3).</p> <p>Description: A critical study of the ideologies important to the formulation and development of the political systems in the modern world. Prerequisites: HMXP 102 or permission of instructor.</p>
<p>PLSC 356 - American Political Thought (3).</p> <p>Description: Explores the origins of current American Political Thought through an examination of political writings from colonial times to the present. Notes: Course may be used to satisfy the constitution requirement. Prerequisites: HMXP 102 or permission of instructor.</p>
<p>PLSC 371 - Women and Politics in the U S (3).</p> <p>Description: Women, as a special interest group, and their role in the American political process. Notes: Cross-listed with WMST 371. Prerequisites: PLSC 201 or WMST 300 with a grade of C or better, or permission of instructor.</p>

PLSC 504 - American Foreign Policy (3).
Description: Study of policy formulation and the decision-making process. Prerequisites: PLSC 205 or 207 or graduate status or permission of instructor.
PLSC 508 - National Security Policy (3).
Description: An exploration of a number of approaches to national security, including traditional military analysis to newer issues such as environmental and resource security. Prerequisites: PLSC 205 or 207 or graduate status or permission of instructor.
PLSC 515 - Urban Politics and Policy (3).
Description: The study of politics, government operations and public policy in metropolitan areas. Notes: Cross-listed with AAMS 515. Offered variable times. Prerequisites: PLSC 201 with a grade of C or better, or graduate status, or permission of instructor.
PLSC 518 - Politics of the American South (3).
Description: Focuses on the unique politics of the South. It places southern politics in its theoretical and historical context and examines the central role of race in southern politics as well as regional importance to national politics. Notes: Cross-listed with AAMS 518. Offered fall or spring on a biennial basis. Prerequisites: PLSC 201 with a grade of C or better, or graduate status, or permission of instructor.
PLSC 551 - African American Political Thought (3).
Description: This course explores the historical struggle of African Americans to assess their identity in relationship to their legal and social oppression. In reflecting on the work of Audre Lorde, W.E.B. DuBois, Frederick Douglass, Langston Hughes, James Baldwin, Ralph Ellison, Sojourner Truth, Toni Morrison, Edward Said, Martin Luther King, Malcolm X, Cornell West, Henry Louis Gates, Alice Walker, Bell Hooks, Mark Twain and others, we will angle in on the question of black identity from a variety of perspectives. Particular attention will be paid to the relationship between these articulations of "blackness" and the historical and political settings in which they arise. Informed class discussion will be emphasized. Students are expected to write a term paper and to present it to the class. Notes: Cross-listed with AAMS 551. Offered variable times. Prerequisites: HMXP 102, or AAMS 300, or permission of the instructor, or graduate status.
PLSC 553 - Feminist Theory (3).
Description: This course is designed to acquaint students with the variety of ideas, methods and issues raised within contemporary feminist literature. Notes: Cross-listed with WMST 553. Offered alternate fall semesters. Prerequisites: HMXP 102, or graduate status, or permission of instructor.
PSYC 101 - General Psychology (3).
Description: Introductory survey of the entire field of psychology. Notes: Offered in fall, spring and summer.
PSYC 206 - Developmental Psychology (3).
Description: A survey course of theory and research examining the changes and consistencies associated with development from conception to death. Infancy, childhood, adolescence, and early, middle, and late adulthood will be examined. Notes: Students who have received credit for PSYC 306 or 307 may not receive credit for this course. Offered fall, spring and summer. Prerequisites: PSYC 101.
PSYC 213 - Abnormal Psychology (3).
Description: Introduction to the disorders of behavior. Prerequisite: PSYC 101. Notes: Offered in fall and spring.
PSYC 301 - Statistics (4:3:2).
Description: Study of descriptive and inferential statistics as they apply to the behavioral sciences. Notes: Lab Fee: \$30. Offered in fall, spring and summer. Prerequisites: PSYC 101 and General Education Math requirement.
PSYC 302 - Research Methods in Psychology (4:3:2).
Description: Study of the scientific methods used in research including an opportunity to conduct research. Notes: Lab Fee: \$30. Intensive Writing Course. Offered in fall, spring and summer. Prerequisites: PSYC 301.
PSYC 305 - Social Psychology: The Individual and Other People (3).
Description: Examination of the intrapersonal factors that influence human social behavior. Notes: Offered in fall, spring and summer. Prerequisites: PSYC 101.

PSYC 308 - Psychology of Women (3).
Description: Intensive study of the research and issues in psychology that pertain specifically to women. Notes: Offered in fall and spring. Prerequisites: PSYC 101.
PSYC 311 - Ecological Psychology (3).
Description: Study of modern self-conception from naturalistic, environmental perspective. Notes: Offered in fall. Prerequisites: PSYC 101.
PSYC 313 - Abnormal Psychology (3).
Description: Introduction to the disorders of behavior. Notes: Offered in fall and spring. Prerequisites: PSYC 101.
PSYC 314 - Theories of Personality (3).
Description: Advanced integrative study of the most important theories of personality. Notes: Offered in fall and spring. Prerequisites: PSYC 101.
PSYC 316 - Industrial and Organizational Psychology (3).
Description: Introduction to psychology in industry, business, and other large organizations. Notes: Offered in fall and spring. Prerequisites: PSYC 101.
PSYC 320 - Racial, Cultural and Ethnic Influences on Identity Development (3).
Description: This course examines how race, ethnicity and culture influence the development of personal identity of self. Historical and contemporary models of ethnic, cultural and/or racial identity formation will be examined. Diversity in the developmental process and outcomes of identity formation for African Americans will be emphasized. Notes: Offered in fall. Prerequisites: PSYC 101 or AAMS 300 and WRIT 101.
PSYC 335 - Biological Psychology (3).
Description: Study of how behavior contributes to and emerges from nervous system functioning. Notes: Offered in fall and spring. Prerequisites: PSYC 101 or permission of instructor.
PSYC 400 - History and Systems of Psychology (3).
Description: Study of philosophical and scientific basis of modern psychology and the history of psychology as a modern scientific discipline. Notes: Offered in fall and spring. Prerequisites: PSYC 101, 301 and 302, junior or senior status, or permission of instructor.
PSYC 402 - Positive Psychology (3).
Description: This course examines an emerging paradigm shift in psychology away from an emphasis on pathology to greater consideration of positive aspects of human experience. Positive psychology emphasizes using science to explore optimal human functioning, strengths and virtues, positive coping, well-being and fulfillment in the lives of healthy people. Prerequisite: PSYC 101. Notes: Offered in spring.
PSYC 409 - Principles of Learning (3).
Description: Review of the theoretical concepts and major variables relevant to animal and human motivation and conditioning. Notes: Offered in fall and spring. Prerequisites: PSYC 301 or permission of chair, Department of Psychology.
PSYC 411 - Advanced Child Development (3).
Description: Study of current theory and research on the development of children from conception through middle childhood (12 years). Emphasis will be placed on describing normal development. Biological and contextual mechanisms that facilitate and hinder development in physical, neural, motor, cognitive, language, social-emotional and moral domains will be considered. Notes: Offered in fall. Prerequisites: PSYC 101, PSYC 206.
PSYC 420 - Special Topics in Psychology (1-3).
Description: In-depth study of a special topic in psychology. Notes: Offered variable times. Prerequisites: PSYC 101 or permission of instructor.
PSYC 498 - Senior Seminar in Psychology (3).
Description: An advanced capstone seminar for psychology majors who have completed the majority of their degree requirements, emphasizing integration of knowledge gained in psychology, application of psychological principles to issues and problems, and exploration of postgraduate options for psychology majors. Notes: Offered in fall and spring. Prerequisites: PSYC 101, 301, 302, and junior or senior standing as a psychology major.

PSYC 506 - Psychological Measurements (3).
Description: Study of the construction, evaluation and application of individual and group tests and the analysis and interpretation of their results. Notes: Offered in fall. Prerequisites: PSYC 101.
PSYC 508 - Principles of Learning: Cognition (3).
Description: The human viewed as a system that processes information. Topics include sensory processes, memory, language and thinking. Notes: Offered in fall, spring and summer. Prerequisites: PSYC 301 or permission of Department Chair.
PSYC 509 - Principles of Learning: Conditioning (3).
Description: Review of the theoretical concepts and major variables relevant to animal and human motivation and conditioning. Notes: Offered in fall and spring. Prerequisites: PSYC 301 or permission of chair, Department of Psychology.
PSYC 510 - Behavior Analysis and Behavior Change (3).
Description: Study of the science of behavior analysis and its application to addressing and solving problems of behavioral and social significance in educational, clinical, occupational, and social settings. Notes: Cross-listed with SPED 510. Offered in fall, spring and summer. Prerequisites: PSYC 101, EDUC 210, or permission of instructor.
PSYC 512 - The Exceptional Child (3).
Description: Study of individuals with special problems in cognitive, emotional or motor ability. Notes: Offered in fall. Prerequisites: PSYC 101.
PSYC 515 - Health Psychology and Behavioral Medicine (3).
Description: Study of the biological, social and psychological factors that combine to influence human health and health practices. Models and methods of identification, prevention and treatment applicable to behavioral medicine will be reviewed. Notes: Offered in fall. Prerequisites: PSYC 101.
PSYC 517 - Psychology of Aging (3).
Description: An overview of the psychological processes of adulthood, aging, and dying. This course will examine the emotional, intellectual, biological, and social changes that characterize different stages of adulthood and end-of-life. Prerequisite: PSYC 101. Notes: Offered in fall.
PSYC 520 - Special Topics in Psychology (1-3).
Description: In-depth study of a special topic in modern psychology. Notes: Offered on demand. May be retaken for additional credit under different topics. Prerequisites: PSYC 101 or permission of instructor.
SOCL 101 - Social Problems and Social Policy (3).
Description: Analysis of the types, extent, and causes of social problems; policies and programs directed toward their resolution. Notes: Offered in fall and spring.
SOCL 201 - Principles of Sociology (3).
Description: Introduction to the perspectives, approaches and basic concepts used in the sociological study of human social behavior. Notes: Offered in fall and spring.
SOCL 227 - Introduction to Criminal Justice Systems (3).
Description: Introduction to the development and current organization and operation of the responses of police, courts, and correctional agencies to criminal and juvenile offenders. Notes: Offered in fall and spring.
SOCL 301 - Comparative Study of Social Institutions (3).
Description: Examination of basic social institutions of modern and developing societies in the world system of nations. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 302 - Social Theory (3).
Description: Survey of the masters of sociological/anthropological thought with emphasis upon contributions to contemporary theory. Notes: Offered in fall and spring. Intensive Writing Course. Cross-listed with ANTH 302. Prerequisites: SOCL 101 or 201 or ANTH 201 with C or better. Open only to Sociology Majors/Minors and Anthropology Minors.
SOCL 303 - Socialization: Self and Society (3).
Description: Study of the social interaction processes through which individuals learn how to perform socially expected roles. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 304 - Death and Grief as Social Processes (3).
Description: Analysis of these experiences as related to society's network of cultural values and organizational structures. Notes: Cross-listed with GRNT 304. Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 305 - Marriage and the Family (3).
Description: Study of mate selection and marital adjustment; also child-rearing, divorce and change in family structure. Notes: Offered variable terms. Prerequisites: SOCL 101 or 201.

SOCL 309 - Urban Sociology (3).
Description: Study of the physical and social structures of cities and urban areas, with special attention to urban problems. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 310 - Sociology of the Environment (3).
Description: The course examines the effects of human populations and activities on the natural environment. Topics include environmental controversies; population, economic and political issues; the environmental movement; and prospects for "sustainable development." Notes: Offered variable times. Prerequisites: SOCL 101 or SOCL 201, ENVS 101, or permission of instructor.
SOCL 313 - Social Inequality (3).
Description: Study of structured inequality in societies, especially the U.S., and its effect on opportunities, style-of-life, and interaction. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 313H - Social Inequality (3).
Description: Study of structured inequality in societies, especially the U.S., and its effect on opportunities, style-of-life, and interaction. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 314 - Race and Ethnic Relations (3).
Description: Review of sociological concepts, theories, and evidence pertaining to race and ethnicity in crosscultural, historical, and modern settings. Notes: Cross-listed with AAMS 314. Offered in spring. Prerequisites: SOCL 101 or 201.
SOCL 316 - Social Research I: Statistics (4:3:3).
Description: Study of descriptive and inferential statistics as they apply to the social sciences, with computer applications. Notes: Lab Fee: \$25. Offered fall and spring. Prerequisites: SOCL 101 or 201 and General Education math requirement with grade of C or higher. Open only to sociology majors.
SOCL 319 - The Study of Population (3).
Description: Childbearing, death, and migration as processes affecting the growth, composition and distribution of human populations. Notes: Offered variable times. Prerequisites: SOCL 101 or 201. 3.000 Credit hours
SOCL 320 - Sociology of Contemporary Africa (3).
Description: A study of society and culture in Africa today with a focus on economic and political issues; social institutions such as the family and religion; and social issues such as AIDS, gender, and the environment. Notes: Offered variable times. Prerequisites: SOCL 101 or 201 or ANTH 201.
SOCL 325 - Criminology (3).
Description: Critical analysis of the extent, patterns, and causes of major types of crime and delinquency. Notes: Offered in fall and spring. Prerequisites: SOCL 101 or 201.
SOCL 328 - Sociology of Religion (3).
Description: Scientific study of the relationship between religion and the social order. Topics include (1) church, sect, and cult development, (2) the relationship of religion to other institutions and to social change, and (3) social aspects of individual religiosity. Notes: Offered variable times. Prerequisites: SOCL 101 or 201 or RELG 201.
SOCL 330 - Sociology of Deviant Behavior (3).
Description: This course will analyze rule-making and rule-breaking processes within societies. Attention given to deviant identities, subcultures, rule types, stigmatizing rituals, and normalizing deviants, once they are labeled. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 332 - Sociology of Conflict and Conflict Resolution (3).
Description: Study of different conflict types, theories of conflict causation, and the methods used by third parties and organizations to intervene, de-escalate, and resolve conflict. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 335 - Law Enforcement and Social Control (3).
Description: Analysis of the development of policing and organization and operation of police agencies and how they function in roles as law enforcers, peace keepers, and service agents in modern society. Notes: Offered in spring. Prerequisites: SOCL 101 or 201, and 227.
SOCL 337 - Corrections (3).
Description: Analysis of society's responses in correctional systems to convicted lawbreakers. Attention to development of punishments and penal institutions and organization and operation of current programs from imprisonment to community-based corrections. Notes: Offered in fall. Prerequisites: SOCL 101 or 201.
SOCL 339 - Sociology of Health and Illness (3)
Description: Social etiology and ecology of disease, sociological/cultural factors affecting treatment and rehabilitation and the organization of medical care. Cross-listed as ANTH350: Special Topics in Anthropology. Prerequisite: SOCL101 or SOCL201 or ANTH201. Notes: Offered variable times.

SOCL 504 - The Sociology of Aging (3).
Description: Analysis of the major social forces which affect aging and the ways modern society responds in planning for its elderly. Notes: Cross-listed as GRNT 504. Offered in spring.
SOCL 506 - Sociology of Competitive Sport (3).
Description: Emphasis on the functions of sport for individuals and on sport as a social institution. Notes: Offered variable times.
SOCL 516 - Social Research II: Methods (4:3:3).
Description: Study of social research methods, with an emphasis on survey research and analyses of quantitative data, and experience carrying out a research project. Notes: Lab Fee: \$25. Offered in fall and spring. Prerequisites: SOCL 316 and SOCL/ANTH302 with a C or better. Restricted to undergraduate sociology majors.
SOCL 518 - Social Organization (3).
Description: Study of the small group and its influence on the individual, the large organization and society-at-large. Notes: Offered variable times. Prerequisites: SOCL 101 or 201.
SOCL 525 - Sociology of Law (3).
Description: This course will focus on selected legal rules, principles, and institutions treated from a sociology perspective. This course will examine the major theoretical perspectives on law and society, legal reasoning, morality and law as well as substantive issues relating to the legal process. Notes: Offered variable times. Prerequisites: SOCL 101 or 201 and 325.
EDCO 201 - Literacy and the English Language Learner (2:4:3).
Description: Lecture and field-based course that applies content of the developmental sciences to working with the English language learner. Students examine the stages of language acquisition and methods for supporting English language and other P-12 learners struggling with literacy in the content area. Prerequisite: Grade of C or better in EDUC200. Notes: A grade of C or better is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Students should enroll in EDCO201, EDCO202, and EDCO203 in the same semester. Approximately 18 hours of field work will be completed for this course. Students are encouraged to take EDUC 220 before enrolling in this course.
EDCO 202 - Supporting the Student with Disabilities in the General Education Classroom (2:4:3).
Description: Lecture and field-based course that applies content of the developmental sciences to addressing the needs of students with disabilities in the general education classroom. Through the exploration of high and low incidence disabilities, evidence-based strategies are used for supporting diverse student needs in the content area. Prerequisite: Grade of C or better in EDUC200. Notes: A grade of C or better is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Students should enroll in EDCO201, EDCO202, and EDCO203 during the same semester. Approximately 18 hours of field work will be completed for this course. Students are encouraged to take EDUC 220 before enrolling in this course.
EDCO 203 - Supporting the Student Identified as Gifted in the General Education Classroom (1:4:3).
Description: Lecture and field-based course that applies content of the developmental sciences to working with the gifted student in the general education classroom. Teacher candidates will explore the identification and characteristics of individuals with gifts and talents and use evidence-based strategies to support a student identified as gifted. Prerequisite: Grade of C or better in EDUC200. Notes: A grade of C or better is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Students should enroll in EDCO201, EDCO202, and EDCO203 in the same semester. Approximately 10 hours of field work will be completed for this course. Students are encouraged to take EDUC 220 before enrolling in this course.
EDCO 305 - Technology in the Classroom (2:2:1).
Description: Lecture and field-based course that explores the use of technology as a tool to solve specific teaching and learning challenges related to content area standards. Universal Design for Learning will provide a structure for planning, implementing, and assessing technology-assisted lessons. Prerequisite: Admission to Teacher Education Program. Corequisite: EDCO 306. Notes: Lab Fee: \$25. A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Approximately 12 hours of field work will be completed for this course.
EDCO 306 - Teaching Methods for the Inclusive Classroom (2:2:1).
Description: Lecture and field-based course that explores multiple models of planning, implementing, and assessing instruction with the goal of effectively meeting the academic, social, and psychological needs of all students. Special focus is placed on Response to Intervention, Positive Behavioral Supports, and Universal Design for Learning as models for ensuring all students learn. Prerequisite: EDCO 202 or SPED281, Admission to Teacher Education Program. Corequisite: EDCO 305. Notes: A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Approximately 12 hours of field work will be completed for this course.
EDCO 350 - Examining Classroom Climate (1).
Description: Taken the semester prior to the year-long internship, teacher candidates observe and analyze the impact of classroom climate on student learning and development. Participants will investigate how to address challenging behaviors through Functional Behavior Analysis. Prerequisite: Admission to Teacher Education Program. Notes: A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit.

<p>EDCO 351 - Establishing Positive Classroom Climate (1:2:3).</p> <p>Description: Lecture and field-based course in which teacher candidates design and implement a management plan in collaboration with the classroom mentor teacher and university instructor. The course focuses on utilizing Functional Behavior Analysis and communication with parents and other caregivers from diverse backgrounds including those living in poverty. Prerequisite: EDCO 350, Admission to Teacher Education Program. Corequisite: EDUC 401 or program area field-based course. Notes: A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Approximately 15 hours of field work will be completed for this course.</p>
<p>EDUC 101 - Developing Observation and Analysis Skills (1).</p> <p>Description: Students develop and implement observation and analysis skills used by teachers to make instructional decisions. Course content focuses on observing events related to technology, literacy, student engagement, and classroom climate in diverse school settings. Notes: Lab fee: \$120. A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit.</p>
<p>EDUC 200 - Developmental Sciences and the Context of Poverty (3:2:1).</p> <p>Description: Lecture and field-based course that explores the six strands of growth and development from preschool to adolescence. Significant time will be devoted to the application of these strands to working with students living in poverty. Topics include motivation, self-regulation, and families and communities. Prerequisite: Grade of C or better in EDUC 101. Notes: A grade of C or better is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Approximately 18 hours of field work will be completed for this course.</p>
<p>EDUC 220 - Assessment to Meet Diverse Needs (2).</p> <p>Description: Course explores various classroom assessment techniques and appropriate use to meet the diverse needs of all learners. Using the environment of a partner school, skills in data-based decision-making will be identified and utilized by course participants. Principles of Universal Design for Learning will be applied to the design and implementation of assessment associated with lessons written by classroom teachers. Prerequisite: Grade of C or better in EDUC200 and quantitative reasoning requirement. Notes: A grade of C or better is required for Teacher Education majors/minors. This course cannot be taken for S/U credit. Students are strongly encouraged to complete EDUC 220 prior to taking STAR Rotation courses (EDUC 201, 202, 203).</p>
<p>EDUC 401 - Internship: Understanding Contextual Factors (1:0:1).</p> <p>Description: Field-based internship in which teacher candidates investigate the learning-teaching context of the internship classroom and individual learner characteristics. Primary focus of the course is on applying core content and classroom experiences from previous semesters to the learners in the internship classroom in order to design significant, challenging, and appropriate unit goals, instruction, and assessments. Prerequisite: Admission to Teacher Education Program. Corequisite: EDUC402 or program area field-based course. Notes: Teacher candidates will follow school district calendar for the fall and spring semester through Winthrop University graduation. Candidates should consult assigned school district website for date teachers are back on duty in August and January as well as the last day for teachers in December. Approximately 150 hours of field work will be completed for this course. A grade of C or higher is required for Teacher Education majors/minors.</p>
<p>EDUC 402 - Internship: Assessment and Instruction (9:0:9).</p> <p>Description: Field-based internship in which teacher candidates build upon knowledge of contextual factors to plan and teach comprehensive, standards-based units including assessments designed to measure student understanding before, during, and after instruction. Candidates use student assessment data to analyze and reflect upon teaching decisions and outcomes. Prerequisite: Completion of all core courses except for EDUC 410. Admission to Teacher Education Program. Corequisite: EDUC 410. Notes: Teacher candidates will follow school district calendar for the fall and spring semester through Winthrop University graduation. Candidates should consult assigned school district website for date teachers are back on duty in August and January as well as the last day for teachers in December. Approximately 600 hours of field work will be completed for this course.</p>
<p>EDUC 410 - Education in a Democracy: Broadening Professional Perspectives (2).</p> <p>Description: Using the context of the internship experience, teacher candidates analyze competing conceptions of what it means to teach in a democratic society. Candidates explore the political, legal, and philosophical foundations of education to develop an understanding of the rights and responsibilities of the professional educator. Prerequisite: Completion of all core courses except for EDUC 401 and EDUC 402. Admission to Teacher Education Program. Corequisite: EDUC 402. Notes: A grade of C or higher is required for Teacher Education majors/minors. This course cannot be taken for S/U credit.</p>
<p>SCST 390 - Principles of Teaching Social Studies I (3:1:3).</p> <p>Description: Exploration and application of strategies related to planning, instruction, content reading, and content literacy in the social studies classroom. Emphasis will be placed on applying knowledge from content courses to design lessons associated with state and national standards. Special attention will be placed on content from the areas of Culture, History, Geography, Psychology, and Sociology. Prerequisite: HIST300. Notes: Offered in the fall only. Specifically designed for students planning to pursue social studies certification through an undergraduate program or the MAT5.</p>

SCST 391 - Principles of Teaching Social Studies II (3).
Description: Students will explore management strategies, with more advanced application of strategies related to planning and instruction in the social studies classroom. Emphasis will be placed on instructional strategies that address the needs of multiple learners while focusing on the content in state and national standards. Further, exploration of appropriate assessment strategies will be incorporated into the unit design process. Special attention will be placed on the content from the areas of Government, Economics, Technology, Global Connections, and Civics. Notes: Offered in fall. Prerequisite: SCST390 Corequisite: SCST 392.
SCST 392 - Field Experience in Teaching Social Studies (1:3:1).
Description: Students will spend a minimum of 8 hours per week in the classroom under the supervision of a social studies education professor and will work with a mentor teacher in preparation for the final internship experience. Notes: A grade of S or U is recorded. Offered in fall. Prerequisites: SCST390. Admission to Teacher Education Program. Corequisite: SCST 391.
Articulation

The proposed BA has a number of courses for which there are already course-level articulation agreements with the state two-year colleges. Further, many of the core requirements are common courses across institutions and are frequently transferable. Due to the sequencing of education core courses, students transferring after the first-two semesters will be encouraged to consider a path leading to the Master of Arts in Teaching program.

Estimated Costs

New Costs

Because the program will utilize existing coursework and faculty, all new costs expected for this program in the first five years are associated with the hiring of a program director. A new assistant professor in the social sciences with social studies education training will require a new FTE in the Department of Interdisciplinary Studies with a base salary of approximately \$40,000. This FTE will be found from an existing faculty vacancy.

State Appropriations Request

None

Funding table - See Appendix B

Appendix A – Staffing Table

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014 – 15	1	0.25	1	0.1	2	0.35
2015 – 16	0	0	2	0.35	2	0.35
2016 – 17	0	0	2	0.35	2	0.35
2017 – 18	0	0	2	0.35	2	0.35
2018 – 19	0	0	2	0.35	2	0.35
Faculty						
2014 – 15	1	0.75	9	1.6	10	2.35
2015 – 16	0	0	10	2.35	10	2.35
2016 – 17	0	0	10	2.35	10	2.35
2017 – 18	0	0	10	2.35	10	2.35
2018 – 19	0	0	10	2.35	10	2.35
Staff						
2014 – 15	0	0	3	0.3	3	0.3
2015 – 16	0	0	3	0.3	3	0.3
2016 – 17	0	0	3	0.3	3	0.3
2017 – 18	0	0	3	0.3	3	0.3
2018 – 19	0	0	3	0.3	3	0.3

Appendix B – Funding Table

ESTIMATED COSTS BY YEAR						
CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	20050	20450	20860	21275	21700	104335
Faculty Salaries	116650	118900	121300	123700	126200	606750
Graduate Assistants	-	-	-	-	-	-
Clerical/Support Personnel	10650	10900	11150	11400	11650	55750
Supplies and Materials	1200	1200	1500	1500	1500	6900
Library Resources#	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
Facilities	-	-	-	-	-	-
Other (Identify)	-	-	-	-	-	-
TOTALS	148550	151450	154810	157875	161050	773735
SOURCES OF FINANCING BY YEAR						
Tuition Funding	570000	597000	624000	651000	678000	3,120,000
Program-Specific Fees	-	-	-	-	-	-
State Funding*	-	-	-	-	-	-
Reallocation of Existing Funds**	-	-	-	-	-	-
Federal Funding	-	-	-	-	-	-
Other Funding (Specify)	-	-	-	-	-	-
TOTALS	570000	597000	624000	651000	678000	3,120,000

South Carolina Department of Education Requirements

Program Overview

Name of Proposed ProgramBA in Social Studies Education with 9-12 Teacher Certification
 ConcentrationsEconomics, history, political science, psychology, and sociology & anthropology
 Academic units involvedCollege of Arts and Sciences and Richard W. Riley College of Education
 LevelBachelor’s Degree
 Proposed date of implementationAugust 2014
 CIP codeto be assigned
 SiteWinthrop University Main Campus
 ProgramNew
 Qualified for Supplemental ScholarshipNo
 Delivery modeTraditional
 Area of Certification9-12 Social Studies

ADEPT

The following chart provides a match between education core course and the ADEPT Performance Dimensions.

	Course	Assignment/Task
Intro to ADEPT Evaluation	EDUC 200-Developmental Sciences and the Context of Poverty	Field Experience Handbook Quiz
APS 1: Long-range Planning	EDUC 401-Internship I: Understanding Contextual Factors EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm and Final Evaluations
APS 2: Short-range Planning of Instruction	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio

	Course	Assignment/Task
	EDUC 400- Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 3: Planning Assessments and Using Data	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDUC 220-Assessment to Meet Diverse Needs	Performance Assessment
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations Internship Work Sample / edTPA
APS 4: Establishing and Maintaining High Expectations for Learning	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio
	EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations
APS 5: Using Instructional Strategies to Facilitate Learning	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio
	EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations
APS 6: Providing Content for Learners	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 7: Monitoring and Enhancing Learning	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education	Case Studies

	Course	Assignment/Task
	Classroom	
	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 8: Maintaining an Environment that Promotes Learning	EDCO 351: Establishing Positive Classroom Climate	Positive Behavior Support Plan
	EDUC 402-Internship II: Assessment and Instruction EDUC 403: Internship II: Instruction and Assessment for Secondary and K12	Midterm/Final Evaluations
APS 9: Managing the Classroom	EDCO 351-Establishing Positive Classroom Climate	Positive Behavior Support Plan
	EDUC 402-Internship: Assessment and Instruction EDUC 403-Internship II: Instruction and Assessment for Secondary and K12	Midterm/Final Evaluations
APS 10: Fulfilling Professional Responsibilities	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction and Assessment for Secondary and K12	Midterm/ Final Evaluations

Education Economic Development Act (EEDA)

The EEDA is addressed throughout the teacher education program. The chart that follows highlights the EEDA emphasis for Winthrop University in the core education program.

EEDA Unit Assessment for the Undergraduate Teacher Education Program

EEDA Standards	Education Core Courses				
	EDCO 305	EDCO 306	EDCO 351	EDUC 401	EDUC 410
Standard 1: Teacher candidates will explain the career guidance process.				Pre/Post Assmnt	
Standard 2: Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan.				Pre/Post Assmnt	
Standard 3: Teacher candidates will explain the use of the career guidance standards and competencies...				Pre/Post Assmnt	
Standard 4: Teachers candidates will identify instructional strategies that promote core values that enhance citizenship, relationships, and quality of life in the school community.					Contextual Factors Assignment Series
Standard 5: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.	UDL Portfolio				

EEDA Standards	Education Core Courses				
	EDCO 305	EDCO 306	EDCO 351	EDUC 401	EDUC 410
Standard 6: Teacher candidates will implement learning strategies that promote cooperation.			Personal Management Plan		
Standard 7: Teacher candidates will implement strategies to accommodate the needs of diverse learners.		UDL Portfolio			

South Carolina Standards of Conduct

As educational leaders, graduates of Winthrop University educator preparation programs will be expected to uphold the highest standards of the profession. The Professional Dispositions and Skills reflect professional attitudes, values, and beliefs that support student learning and development and promote positive interactions with students, families, and communities. (additional resources at <http://www.winthrop.edu/coe/default.aspx?id=12866>) Throughout the teacher preparation program a teach candidate receives both feedback from instructors and self-evaluates his/her progress on development of approach dispositions as described below.

Teacher Education Professional Dispositions and Skills Criteria (available at <http://www.winthrop.edu/uploadedFiles/coe/sas/Dispositions.pdf>)

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, you will be expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families:

- I. FAIRNESS: Assumes responsibility for the learning of all students* in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.*
- II. INTEGRITY: Demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.
- III. COMMUNICATION: Interacts in ways that convey respect and sensitivity.
- IV. COMMITMENT: Embraces the complexity of work through reflective practice and professional growth.

* "All students" includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards, 2008).

South Carolina Safe School Climate Act

As part of Internship seminars and the EDCO350/351 sequence, students explore the concept of bullying and strategies for addressing this issue with students of multiple age groups. Candidate ability to apply this information is assessed through the management plans designed within the courses.

PreK-12 academic standards

The SC Social Studies standards were built from the framework of the NCSS standards. Both sets of standards inform the courses that candidates take in the various social studies and serve as the basis for the methods experiences in SCST390 and SCST391. Teacher candidates are expected to be familiar with both the national and related state standards and demonstrate this through lesson development throughout the methods courses and advanced field placements in the junior and senior years.

Admission Requirements -Initial and Advanced (Assurance of compliance)

Admission Requirements

Initial admission to the program will be in line with admission to the institution and/or continuation at the institution in good standing. At the end of the fourth semester, students will be required to apply for admission to the teacher education program.

Eligibility for application:

1. Attended an information session on admission to Teacher Education Program. Information sessions offered twice in the fall and the spring.
2. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
3. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Completed the following core courses with a grade of "C" or better in each course: EDUC 101, EDUC 200, EDUC 220, EDCO 201, EDCO 202 and EDCO 203 or equivalents.
5. Achieved satisfactory field evaluations in EDUC 200, EDUC 220, EDCO 201, EDCO 202, and EDCO 203 or equivalents.
6. Meet testing requirements which are defined as: PRAXIS I (PBT/CBT) is the required test for admission to the Teacher Education Program unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT.
(<http://www.winthrop.edu/coe/sas/default.aspx?id=27816>)

Application requirements and procedures:

The following must be submitted for faculty and college review:

- a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education,
- evidence of 25 hours of recent supervised experience working with the age-level student for which licensure is sought (Youth Exp.Requirement), and
- an admission essay that documents the student's growth toward meeting the College of Education Unit Standards. Students are required to provide examples of how their experiences in general education, educational core courses, and field experiences have prepared them to be well-educated teacher candidates who are committed to and capable of working with diverse and challenging students (Essay Writing Prompt) (Essay Rubric),

Required Approvals:

- the Director of Student Academic Services,
- an admission committee comprised of faculty from the Teacher Education Program (including CAS program faculty), and
- the Dean of Education or designee.

Admission to the Internship I and II

Before entering the year-long internship, students must have a full background check through the SC Law Enforcement Agency. Any submitted Teacher Education Professional Dispositions and Skills Forms will be reviewed by the Program Area Committees before fall and spring experiences. Finally, candidates must achieve a passing score on the PRAXIS II Specialty Area Examination.

Program Completion

At the end of the internship, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on rubrics for final portfolio documents, midterm and final internship evaluations, and rubrics for unit work samples; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade point average of 3.0.

Eligibility for Initial Certification (Assurance of compliance)

The content courses required for graduation, methods courses, and sequence of education core courses work together to provide a foundation of knowledge for candidates such they meet initial certification requirements. Candidates are required to pass content Praxis II exams before enter the Internship II experience. Furthermore the field experiences provide a basis for meeting all expectations for field-based experiences.

Field and Clinical Experiences Requirements

Students in the BA in Socials Studies Education program will be involved in field placements throughout the education core courses.

Course	Field Component	Expected Point in Program
EDUC 200-Developmental Sciences and the Context of Poverty	21 hours	Second Semester Freshman
EDCO 201-Literacy and the English Language Learner	18 hours	Second Semester Sophomore
EDCO 202-Supporting the Student with Disabilities in the General Education Classroom	18 hours	Second Semester Sophomore
EDCO 203-Supporting the Gifted Student in the General Education Classroom	9 hours	Second Semester Sophomore
EDCO 305-Technology in the Classroom	12 hours	First Semester Junior
EDCO 306-Teaching Methods for the Inclusive Classroom	12 hours	First Semester Junior
EDCO 351-Establishing Positive Classroom Climate	15 hours	First Semester Senior
EDUC 401-Internship I: Understanding Contextual Factors	150 hours	First Semester Senior
EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction and Assessment for Secondary and K12	600 hours	Second Semester Senior

Other Field Experiences

Teacher candidates have addition experiences in the field that are not directly related to the core courses and Internship. These are outlines below.

Course/Transition Point	Field Component	Expected Point in Program
Admission to Teacher Education— Youth Experience	25 hours work with students at the secondary level	Before Second Semester Sophomore or Teacher Cadet
SCST390-Principles of Teaching Social Studies I	Tutoring opportunities and lessons in same classroom as EDCO 305/306 experience	First Semester Junior

Annual Reports (AACTE/NCATE and Title II)

The Professional Education Unit was reviewed by NCATE in fall 2011 and received continuing accreditation from NCATE in spring 2012. The next NCATE accreditation visit is scheduled for fall 2018. All programs in the professional education unit program that are eligible for national accreditation are fully accredited by their SPA or accrediting body. The Unit is in full compliance with all reporting requirements. AACTE/NCATE and Title Reports are submitted before the due date annually.

NCSS assessments

Assessment 1: Licensure assessment. For certification as a secondary social studies teacher, South Carolina requires teacher candidates pass the Praxis II: Social Studies Content and Interpretation (5086) with a score of 153 or higher. Students must pass this exam before beginning Internship II.

Assessment 2: Assessment of general content knowledge in the discipline to be taught. The GPA from all required social studies courses or their equivalent is figured. These data are used to track candidate preparation throughout the program.

Assessment 3: Planning, instruction, and assessment. The Unit Plan requires that candidates choose a topic and secondary grade level as the context for the unit. They plan a pre-test to measure prior knowledge, five days of contiguous lessons with many formative assessments, and a summative assessment to measure candidate learning. There are nine parts of the unit plan that are graded and measured: (a) The unit topic with a rationale that defines and defends the choice; (b) a list of topics with a rationale for why students should learn this material; (c) the contextual factors of the community, school, and students in the classroom used in instructional judgments; (d) the learning goals of the unit; (e) the daily objectives; (f) the daily lesson plans, which are the most important part of the unit; (g) a list of resources needed to complete the lessons; (h) evaluation procedures upon which instructional decisions are made; and (i) the quality of the writing is measured.

Assessment 4: Student Teaching Assessment. Internship II is a full time teaching assignment where candidates are assigned to a mentor teacher for the entire semester. A university supervisor meets with and assists the candidate and mentor teacher as needed, conducts formal observations of the candidate performing instruction, and completes all evaluations. In addition, a school-based ADEPT trained evaluator conducts formal observations in all placements to provide additional assessment of the candidate's performance. The Internship II Evaluation Instrument aligns with NCSS Standards for teacher preparation and includes common questions for Professional Education Unit Assessment Needs.

Assessment 5: Effects on Student Learning. All teacher education candidates complete an Internship Work Sample. The Internship Work Sample (IWS) is designed to provide a structured experience in documenting the impact on the P-12 learners in your classroom. Knowing how to effectively document progress with students is critical for teacher accountability. The IWS is designed to document the specific activities interns engage in to help students learn. These activities provide evidence that candidates can apply in the classroom what they have learned in their course of study in the college and content departments.

Assessment 6: Other Assessment: The Lesson Log was designed to directly assess the 10 NCSS thematic standards. Candidates use previously learned skills in Backwards Design and the Six-Step Lesson Model to design 10 lessons that utilize each national standard. These lessons must also address a South Carolina State Social Studies Standard. For example, the first lesson in the log is to use the first NCSS Standard: Cultural and Cultural Diversity and at least one of the exemplars combined with any state standard that also addresses Culture and Cultural Diversity. There are nine separate measurable components in each Lesson Log: (1) Content Standards; (2) Objectives and Essential Questions; (3) Candidate Lessons and Activities; (4) Assessments; (5) Teaching Strategies; (6) Differentiation; (7) Six-Step Lesson Plan; (8) Creativity; and (9) Writing Mechanics. The key component is the link of the state standards to the national standards that is measured directly in component one, and indirectly in the other components.

Relationship of Assessments to Standards

	A1	A2	A3	A4	A5	A6
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	✓	✓	✓	✓	✓	✓
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	✓	✓	✓	✓	✓	✓
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.	✓	✓	✓	✓	✓	✓
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	✓	✓	✓	✓	✓	✓
1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.	✓	✓	✓	✓	✓	✓

	A1	A2	A3	A4	A5	A6
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.	✓	✓	✓	✓	✓	✓
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.	✓	✓	✓	✓	✓	✓
1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.	✓	✓	✓	✓	✓	✓
1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.	✓	✓	✓	✓	✓	✓
1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.	✓	✓	✓	✓	✓	✓

Use of Assessment Results

Program data are reviewed annually by program faculty to facilitate changes in the program. A new social studies education advisory group will be formed to will continue this trend with data collected from candidates in the social studies program.

Commitment to Diversity Assurance

The COE makes every attempt to ensure that teacher candidates have experiences working with diverse student populations. With the creation of the current core education program of study along with new unit standards, working with diverse learners has taken on an even more intentional role in course content and field work. Teacher candidates are placed in a variety of school (many with diverse populations) across the field-based program. Further specific field placements target populations seen in SC schools (students living in poverty, English Language Learners, Gifted Students, etc.)

ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

The ISTE standards were used in the design of EDCO 305-Technology in the Classroom and EDUC 403-Internship II: Instruction and Assessment for Secondary and K12. Candidates fully meet the expectations of the ISTE standards through the assessments, content, and expectations of these courses. Both courses are field-based and thus require that candidates put into practice all appropriate standards.