

Proposal from

WINTHROP UNIVERSITY

to the

South Carolina Commission on Higher Education

to modify the

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION



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PRESIDENT

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Program Overview

A. Classification

1. Name of Modified Program.....Bachelor of Science in Elementary Education
2. Academic units involvedRichard W. Riley College of Education
3. LevelBaccalaureate, 4-year, undergraduate
4. Proposed date of implementationFall 2013
5. CIP code..... 13.1202 (no change proposed)
6. Program.....Modification
7. SiteWinthrop campus
8. Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards... NO
9. Delivery Mode Traditional
10. Teacher Education certification area.....Elementary Education (2nd-6th grade certification)

B. Justification for the Program

1. Program Purpose and Goals

The purpose of the Bachelor of Science in Elementary Education (B.S. ELED) degree is to prepare qualified elementary education candidates to teach children in grades 2-6. The B.S. ELED program addresses the *Association for Childhood Education International* (ACEI 2007) standards for elementary certification. Graduates of the elementary education program meet South Carolina requirements for 2nd-6th grade certification. The purpose of the proposed program modification in the B.S. ELED is to incorporate the new professional education unit core courses and improve preparation for elementary education majors. The overarching benefit for the program modification described in this document is better preparation for B.S. ELED majors in content and pedagogical knowledge as they develop deeper understanding of earlier developmental stages and appropriate methods for teaching students who function at lower levels. Graduates of the elementary education program will meet South Carolina certification course requirements for Elementary Education grades 2-6 and Pre-K – Grade 3 Early Childhood Education. This modified program will enable elementary graduates the opportunity to add on Pre-K – grade 3 certification by successfully meeting Praxis II and South Carolina certification requirements.

Program Goals:

The Elementary Education program seeks to develop candidates who:

1. Plan and implement instruction based on knowledge of elementary students, learning theory, subject matter, curricular goals, and community. (ACEI 3.1)
2. Know, understand, and use the major concepts of science, social studies, math and language arts as they plan and implement instruction in the elementary grades. (ACEI 2.1, 2.2, 2.3, 2.4.)
3. Understand how elementary students differ in their development and approach to learning and create instructional opportunities that are adapted to diverse students. (ACEI 3.2)

4. Understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. (ACEI 3.3)
5. Use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. (ACEI 3.4)
6. Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. (ACEI 3.5)
7. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. (ACEI 4.0)
8. Know, understand, and integrate the arts as primary media for communication and inquiry among elementary students. (ACEI 2.5)
9. Know understand and use the major concepts of physical education and health to enhance the quality of life for elementary students. (ACEI 2.6, 2.7)
10. Reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. (ACEI 5.1)
11. Know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well being of children. (ACEI 5.2)

2. Need for the Program Modification

The Richard W. Riley College of Education at Winthrop University has offered a B.S. ELED degree for many years. The certification that is earned by elementary education majors is aligned with ACEI 2007 Standards and South Carolina certification guidelines for grades 2-6. Based on our collaborative work with candidates, graduates, and administrators within the Winthrop region, elementary faculty members have concluded that offering increased certification opportunities to our graduates is essential for substantive improvement to our program. The demands of the contemporary job market require a broader range of grade-level certifications. Providing an option for an add-on certification in Pre-K – Grade 3 Early Childhood Education will increase our candidates' opportunities for teacher certification and employment throughout the state of South Carolina and the region.

The rationale for the program modification is threefold: (a) to fully prepare elementary candidates to meet the diverse needs of 2nd – 6th grade children in South Carolina schools; (b) to prepare elementary candidates to demonstrate content and pedagogical knowledge within a framework of comprehensive field-based applications. (c) to provide elementary education graduates the opportunity to add on Pre-K – Grade 3 certification by successfully meeting Praxis II requirements for early childhood certification.

The first goal is to address the need to fully prepare candidates to work with diverse groups of students in elementary classroom settings, including ELL students, students with special needs in inclusive classrooms, and students living in poverty. In today's schools, teachers are challenged with meeting the diverse needs of all students, making instruction culturally responsive for all students, and improving student achievement. To that end, improving student achievement cannot be attained without improved teacher education based upon scientifically valid research applied to practice. The program modifications are needed to strengthen pre-baccalaureate preparation of teacher candidates for the unique challenges posed by working with diverse student populations and in high-need schools.

The second goal is to address the need to prepare elementary candidates to demonstrate content and pedagogical knowledge within a framework of comprehensive field-based applications. These field-based experiences are embedded throughout an extensive curriculum that focuses on five domains identified by the *Initial Teacher Preparation Unit Standards Framework* : (a) diverse needs of learners, (b) learning environment, (c) technology, (c) assessment, instruction, and learner engagement, (d) literacy, and (e) professional learning and ethical practice and conclude with a culminating year-long internship for seniors. Beginning with the professional education unit core courses, candidates develop pedagogical and content knowledge through an in-depth application of elementary instructional methods and assessment. The program modifications described in this document are needed to engage candidates in multiple and diverse field-based settings throughout the four-year program in order to fully prepare them to implement instruction for individual learners, small groups, and whole class teaching.

The third goal is to address the need to provide elementary graduates with the option to add on early childhood certification by completing the required coursework and successfully passing Praxis II requirements. Based on input from graduates and administrators within the Winthrop University region, elementary faculty members support add-on certification opportunities for our graduates in our continuous effort to improve our program. The demands of the contemporary job market require a broader range of grade level certifications. Providing an option for an add-on certification in early childhood education will increase our candidates' opportunities for employment throughout the state of South Carolina and the region.

3. Centrality of the Program to the Institutional Mission

The mission of the Elementary Education program is congruent with that of the University and the Richard W. Riley (RWR) College of Education (COE). 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 COE 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."

The undergraduate program in Elementary Education supports the mission of the Richard W. Riley College of Education by providing challenging educational experiences designed to meet the needs of candidates who will become teachers in a complex and rapidly changing society. This program is developed specifically to address the 2007 ACEI Standards for NCATE accreditation. We prepare teacher candidates with the knowledge, skills, and techniques to interact successfully with children and others who affect children's lives. Beginning with a strong foundation in educational psychology and

child development, our teacher candidates study the elementary curriculum and apply pedagogical knowledge in culturally and linguistically diverse settings through clinical and field experiences.

4. Initial Teacher Preparation Unit Standards Framework

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that develop learners prepared for 21st-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.

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.

LEARNING ENVIRONMENT: The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.

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.

ASSESSMENT: The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.

INSTRUCTION AND LEARNER 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.

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.

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.

5. Relationship of the Program to Other Programs within the Institution

The add-on certification that will be available for ELED majors will utilize modified course work with existing faculty. Courses that meet certification requirements for an Early Childhood certificate are included in the course of study for Elementary Education. Testing methods for elementary majors taking the *Praxis II* include: *Education of Young Children (0021 [paper version] or 5021 [computerized version])*. Candidates are also required to take *The Principles of Learning and Teaching*

(PLT): *Early Childhood (0621 [paper version] or 5621 [computerized version])* for early childhood education.

6. Similarities or Differences between the Proposed Program and Other Institutions

According to the National Council for Teacher Accreditation (NCATE)

<http://www.ncate.org/tabid/177/Default.aspx?ch=106&state=sc>

there are 26 approved programs for a B.S. ELED in South Carolina. Since our program modification involves an add-on option for a B.S. ECED, we reviewed four in-state institutions that offer certification for elementary education and early childhood education. Our findings indicate that:

- a. All four institutions offer undergraduate elementary education certification for grades 2-6 with an option to add on Pre-K – Grade 3 certification in ECED.
- b. Course requirements for the add-on option range from an additional 6 hours at Clemson to 24 hours at USC-Columbia. It is worth noting that the lowest add-on option at Clemson requires candidates to take graduate level courses.

College/University	ELED Certification	Add-on Option for Certification in ECED
Winthrop University	Bachelor of Science in ECED Bachelor of Science in ELEM (126 hours)	Add on certification is built into both programs.
College of Charleston	Bachelor of Science in ELEM Grades 2-6 (124 hours)	18 additional credit hours 142 hours
USC-Columbia	Bachelor of Arts in ELEM Grades 2-6 (126 hours)	24 additional credit hours 150
Clemson	Bachelor of Arts in ELEM Grades 2-6 (124 hours)	6 hours 130
University of South Carolina Upstate	Bachelor of Arts in ELEM Grades 2-6 (124 hours)	12 additional credit hours 136 hours

The modified BS ELED Program provides candidates with comprehensive preparation in elementary education, while also offering add-on certification for PreK-3 (ECED.) When compared to four programs within South Carolina, the Winthrop proposal for ECED/ ELEM, candidates meets and exceeds certification requirements for both program areas with 126 hours. Courses required for elementary education certification (13 credit hours) are imbedded into the BS ELED program and are included in the 126 total credit hours. As noted in the table above, the College of Charleston, University of South Carolina-Columbia, University of South Carolina Upstate, and Clemson University are somewhat comparable in program credit hours (123-126). However, the three universities (College of Charleston, University of South Carolina-Columbia, and University of South Carolina Upstate) that offer add-on early childhood certification options require significantly more credit hours (between 12-24 credit hours) than the Winthrop modified program for BS ELED (126).

C. Enrollment

Admission to the Teacher Education Program

The Teacher Education Program at Winthrop University may be completed by students enrolled in the Richard W. Riley College of Education, the College of Arts and Sciences, and the College of Visual and Performing Arts. All students seeking to complete the Teacher Education Program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses. Dispositions will be assessed and considered for admission to teacher education.

Admission to the Teacher Education Program serves as the first level of assessment in the Teacher Education Program. Admission is granted by the Dean of the Richard W. Riley College of Education or designee who notifies each student upon acceptance into the program. All students seeking admission must meet the following requirements:

1. Attend an information session on admission to Teacher Education before applying to the Teacher Education Program.
2. Receive a certificate of completion from the Early Field Experience Institute.
3. Complete a minimum of 45 semester hours, fifteen of which must be completed at Winthrop University.
4. Achieve a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
5. Complete the following core courses with a grade of “C” or better in each course: EDUC 101, EDUC 200, EDUC 220, and EDCO 201, EDCO 202, and EDCO 203 or equivalents.
6. Achieve satisfactory field evaluations in EDUC 200, EDCO 201, EDCO 202, and EDCO 203 or equivalents.
7. Pass all sections (Reading, Writing, and Mathematics) of PRAXIS I or satisfy the testing requirement with minimum scores on the SAT, SAT I, or ACT.
8. Submit an application for Admission to Teacher Education to Student Academic Services that includes:
 - a) 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,
 - b) evidence of 25 hours of recent, successful, supervised experience working with the age-level student for which certification is sought, or completion of Teacher Cadet program, or participation in Teaching Fellows program, and
 - c) a score of acceptable or higher an admission essay.
9. Pass a background check and provide confirmation of “no records found” from National Sex Offender Registry.
10. Receive a favorable recommendation from the following:
 - a) the Director of Student Academic Services
 - b) the appropriate teacher education admissions committee, and
 - c) the Dean of Education or designee.

1. Table for projected enrollment for the first five years

Projected Total Student Enrollment

Students will be enrolled in an eight-semester sequence to complete the program, beginning in Fall 2013.

New and Existing Student Enrollment

ESTIMATED NEW and EXISTING ENROLLMENT For ELEMENTARY EDUCATION				
YEAR	FALL		SPRING	
	Headcount	Credit Hours	Headcount	Credit Hours
2011-2012	130	2080	132	2112
2012-2013	140	2240	140	2240
2013-2014	145	2320	145	2320
2014-2015	150	2400	150	2400
2015-2016	150	2400	150	2400
2016-2017	150	2400	150	2400
2017-2018	150	2400	150	2400

2. Discussion of the Process by Which Estimates Were Made.

Enrollment is based on enrollment trends from Fall 2009 to the present. Using data from the WU Factbook <http://www2.winthrop.edu/research/factbook.html> and Student Academics Services from 2009 to 2012 the elementary enrollment experienced a 30% decline from 187 majors in 2009 to 132 majors in 2012. Using current enrollment to establish a goal of a 15% increase, we suggest that the elementary education program could expand to approximately 150 students. While the modified BS ELED program is somewhat more rigorous than our current program, we feel that the advantage of an improved certification option has the potential to improve enrollment in the elementary education program. The modified BS ELEM program will serve both new and existing students beginning in Fall 2013. Credit hours included in the table above reflect an average of 16 credit hours per semester times the number of students.

D. Curriculum

1. Program of Study for undergraduate programs and for graduate programs that will use a required core of courses.

Bachelor of Science in Elementary Education

General Education Courses		Semester hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101***, CRTW 201***	Composition; Critical Reading, Thinking & Writing	6
Quantitative Skills		
MATH 150*	Introduction to Discrete Mathematics	3
Technology	Met in major with EDUC 305	0

Oral Communication	Met in major with EDCI 450	0
Logic/Language/Semiotics		
MATH 291*	Basic Number Concepts for Teachers	3
MATH 292*	Number, Meas, and Geometry Concepts for Teachers	3
Skills for Common Experience and Thinking Across Disciplines		
HMPX 102***	The Human Experience: Who Am I?	3
Global Perspectives		
EDCI 210**	Home-School-Community Part w Diverse Families	3
Historical Perspectives		
HIST 211* or EDUC 312*	United States History or History of American Educ	3
Developing Critical Skills and Applying Them to Disciplines		
Social Science		
GEOG 101*	Human Geography	3
EDUC 200**	Developmental Sciences and the Context of Poverty	3
*PLSC 201 or *ECON 103	American Government or Introduction to Political Economy	3
Humanities and Arts		
VPAS 320**	Integrated Arts for the ECED/ELEM Teacher	3
READ 290**	Children's Literature	3
Natural Science		
BIOL 150*/151*	Elements of Living Systems/Invest into Living Sys	4
PHYS 250*/251*	Matter and Energy/Lab	4
GEOL 250*/251*	Earth and Space Systems/Lab	4
Intensive Writing	Met with READ 290	0
Constitution Requirement	Met with HIST 211 or EDUC 312	0
Professional Education Sequence		
EDUC 101**	Developing Observation and Analysis Skills	1
EDCO 201**	Literacy and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Student Identified as Gifted	1
EDUC 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods for the Inclusive Classroom	2
EDCO 350**	Met in major with SPED 510	0
EDCO 351**	Establishing Positive Classroom Climate	1
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
EDCI 450**	Capstone for Educational Leaders	1
ECED 200**	Foundations of Early Childhood Education	3
EDCI 305** or EDCI 315**	Introduction to the Middle School or Developmental Aspects of Middle Level Learners	3
ECED 350**	Teaching Mathematics in Early Childhood Education	3
ECED 351**	Teaching Science in Early Childhood Education	3
ECED 352**	Teaching Social Studies in Early Childhood Educ	3
ELEM 293	Laboratory Experiences in ELEM Classroom	2
ELEM 360**	Teaching Mathematics in the Elementary School	3
ELEM 361**	Teaching Science in the Elementary School	3
ELEM 362**	Teaching Social Studies in the Elementary School	3

ELEM 420	Internship I Elementary	1
READ 150**	Foundations of Language and Literacy	1
READ 250**	Introduction to the Literacy Framework	1
READ 370**	Teach Emerg, Begin, & Strugg Readers & Writers	3
READ 380**	Teach Transition, Intermed, & Adv Readers & Writers	3
READ 415**	Literacy to Meet Diverse Needs	2
MATH 393***	Alg, Data Analysis, & Geo Concepts for Teachers	3
SPED 510**	PBIS for the Classroom Teacher	3
HLTH 303**	Methods of Teaching Health Ed in Elem School	2
PHED 261**	Movement Activities for Teachers of Children Ages 6-12	1
Total		126

*A grade of C or better must be earned.

**A grade of C or better must be earned and this course cannot be taken as S/U.

***A grade of C- or better must be earned.

2. Brief explanation of the assessments of student learning outcomes

The professional education unit has an established process for data collection, aggregation, and dissemination. Program assessment plans are in full compliance with SPA and NCATE requirements. Faculty review data annually. These data are collected and monitored across academic years and used to inform decisions regarding programmatic changes. For more information refer to [COE Unit Assessment](#).

Assessment 1: Licensure Test

South Carolina requires candidates for licensure in elementary education to complete two *Praxis II* exams: Two testing options are provided for elementary majors taking the Praxis II: #0011 paper version or #5015 computerized version. Candidates are also required to take *The Principles of Learning and Teaching Exam Grades K-6* (5622 or 0622) for elementary certification.

Content knowledge directly affects a candidate's ability to plan and organize instruction. Winthrop University adheres to the South Carolina requirement of *Praxis II* test scores for teacher certification. The Praxis II tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills that elementary educators need for teaching. *Elementary Education: Instructional Practice and Applications (5015)* is designed for prospective teachers of students in the elementary grades. Test items are set in the context of teaching reading and language arts, mathematics, science, and social studies. *The Principles of Learning and Teaching exam Grades K-6 (PLT computer (5622) or paper (0622))* is a requirement for South Carolina initial certification. The PLT test is designed to assess a beginning teacher's ability to apply knowledge of a variety of job-related criteria.

Assessment 2: Content knowledge.

Essential background knowledge is developed for elementary education majors in a carefully planned sequence of courses in general education at Winthrop University. Assessment of content knowledge for the disciplines to be taught in an elementary classroom is achieved with the documentation of grades in specified general education courses. Elementary Education teacher candidates demonstrate mastery of content knowledge in the critical areas of their profession with grades obtained in Winthrop's general education courses for program majors. Candidates complete content area courses prior to taking methods courses in science, math and social studies.

ACEI Standards 2007 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7 are addressed in general education courses.

ACEI 2007 Standard: 2.1: Reading, Writing and Oral Language Content
CRTW 201 Critical Reading, Thinking and Writing
WRIT 101 Composition
ACEI 2007 Standard 2.2 Science
PHYS 250/251 Matter and Energy/Lab
BIOL 150/151 Elements of Living Systems/Lab
GEOL 250/251 Earth and Space Systems/Lab
ACEI 2007 Standard 2.3 Math
MATH 291 Mathematics for Elementary Teachers
MATH 292 Geometry for Elementary Teachers
MATH 393 Algebra Data Analysis Geometry Conc. For Teachers
ACEI 2007 Standard 2.4 Social Studies
HIST 211 U.S. History or EDUC 312 History of American Education
GEOG 101 Human Geography
EDUC 200 Developmental Sciences and the Context of Poverty
ACEI 2007 Standard 2.5 Arts
VPAS 320 Integrated Arts for the ECED/ELEM Teacher
ACEI 2007 Standard 2.7 Health and Physical Education
PHED 261 Movement Activities for Teachers
HLTH 303 Methods of Teaching Health Ed in Elem School

Assessment 3: Ability to Plan Instruction – Lesson Plans in Elementary Methods Courses
 Demonstrating the ability to plan lessons in different content areas is a key assessment in the elementary education program at Winthrop University. The lesson plan assignments in READ 380, ELEM 361, ELEM 360 and ELEM 362 require candidates to demonstrate the ability to plan instruction in each content area. Lesson plans developed in methods classes are implemented as field-based assignments. The standardized lesson plan template, [The Elementary Lesson Planning Template](#), available for candidates at [Student Academic Services](#) on the College of Education website is used by all elementary methods instructors. Each lesson plan is assessed with a *Common Elementary Lesson Plan Rubric* in each of the methods courses. In addition to the common lesson plan template and rubric, content specific rubrics are used for each methods class. Following lesson implementation, candidates complete a reflection and analysis. Lesson plan data is collected and reported using the LiveText online management system. The ACEI 2007 standards provide structure in the lesson plan template, (3.1, 3.2, 3.3, 3.4, 3.5 4.0) common lesson plan rubric (2.1, 2.2, 2.3, 2.4) content rubrics and reflection and analysis (3.5, 4.0 and 5.1).

Assessment 4: Student Teaching Assessment

The Elementary Education internship experience at Winthrop University is the culmination of the preparation program and represents a bridge between theory and practice. Elementary candidates complete a year-long internship that begins the first semester of the senior year of the ELED program. Elementary candidates are assigned to a mentor in an elementary classroom (2nd-6th) and follow the school calendar for the year-long internship. During the first semester of the year-long internship, candidates are assigned to work with their mentor in a school for 16 hours a week. For the second semester of the senior year, candidates follow the school calendar as they are engaged in a full-time teaching assignment in which they remain with the same mentor teacher in an elementary classroom (2nd-6th) for five days a week for 14 weeks.

The ACEI 2007 competencies developed through formal course work, observational opportunities, and field experiences are applied in this intensive year-long experience. The assessment instruments used to assess performance in ELEM 420 Internship I Elementary Education and EDUC 402 Internship Assessment and Instruction EDUC 402 are the Elementary Education *Internship Midterm/Final Evaluation Report* and the Elementary Education *Internship Evaluation Scoring Rubric*. Individual items are listed in four domains: Planning, Instruction, Environment, and Professionalism. A fifth domain is included to allow programs to evaluate specific teaching behaviors unique to content areas. Evaluation instruments are common to all programs in the unit. Specific ACEI 2007 standards and key elements are aligned to elementary program goals. The Elementary Education *Internship Evaluation Scoring Rubric* is specific to this program and is used by mentors and *supervisors* to score the Internship Midterm/Final Evaluation Report. Candidates are evaluated at midterm and at the conclusion of the internship using the same instrument in the accompanying Elementary Education *Internship Evaluation Scoring Rubric*. Candidates must achieve an acceptable level on each domain of the final evaluation to successfully complete the internship. Both the mentor teacher and university supervisor collaborate on the evaluation. The Elementary Internship Final Evaluation of Teaching address ACEI 2007 Standards 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 and 5.1.

Assessment 5. Effects on Student Learning

A teaching intern is required to complete an Internship Work Sample (IWS). The IWS is a unit assessment that is completed during the internship experience by all teacher candidates in the College of Education. The IWS is divided into the following five (5) dimensions: contextual factors, unit goals, pre-assessment plan and results, unit lesson plans, and the post-assessment plan and results. The IWS is designed to evaluate the candidate's ability to develop short and long-term plans, implement lesson plans and to assess the impact of their instruction on student learning. Assessment includes analyzing data, modifying instruction based on data, and reflecting on instructional decision making. ACEI 2007 Standards (2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 and 5.1) are aligned with all five dimensions of the IWS. To provide for continuous improvement, an IWS committee composed of College of Education faculty meets annually to update the IWS description templates and assessments.

Assessment 6: Integrating and Applying Knowledge for Instruction

ACEI 2007 standard 3.1 provides a framework for EDCI 400 in which teacher candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. By planning and implementing lessons in the field, candidates demonstrate understanding of curriculum integration. Elementary candidates develop and teach integrated lessons for students in the year-long internship. In EDCI 400 *Contemporary Strategies for Curriculum*, students learn model processes and best practices for curriculum integration. Integrated lesson plans are developed that incorporate content, standards, and technology to implement lessons that demonstrate cross-curricular connections. In addition to using contemporary strategies for curriculum integration, candidates demonstrate an ability to use contextual factors and assessments to determine students' progress toward lesson goals across the curriculum.

Assessment 7 - Collaboration with Families, Colleagues, and the School Community

Teacher candidates in Elementary Education collaborate with families, colleagues and community agencies in ELEM 293, *Laboratory Experiences in the Public Schools*. This course is the first in which teacher candidates majoring in elementary education participate in a long-term on-going field experience. Under the supervision of the course instructor and teacher mentors, candidates work with students in a classroom while they investigate a school community. The community investigation involves data collection from a variety of sources to develop a report on the school and community. To document research on the learning community, candidates examine the school report card, attend

parent meetings, interview and photograph people in the community, research school partners and agencies, and work with students in a classroom. Candidates collaborate with peers to develop a multimedia presentation to share information regarding the school community. Candidates learn the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of the students they serve.

3. A list, with catalog descriptions of all new courses that will be added.

New courses have been designed to replace existing courses. The total number of hours required for the BS ELED has increased from 124 hours to 126 hours.

New Program Courses:

- EDCI 210 Home-School-Community Partnerships with Diverse Families (3 credit hours): This course is designed to prepare students to work with families of diverse world cultures, societies and languages within the school and the community. Students will explore social, cultural and economic issues that shape human behavior and affect the current practices in education. Students will examine the influence of these factors on student achievement, family relationships and educational practices as they relate to the family. Field-based assignments are required.
- EDCI 400 Contemporary Strategies for Curriculum Integration (2 credit hours): Teacher candidates explore models and processes of curriculum integration and develop field-based integrated lessons within the context of elementary classrooms.
- ECED 200 Foundations of Early Childhood Education (3 credit hours): A study of the early childhood profession, including ethics, early models (birth – age 8), child care centers, Head Start, and other preschool facilities, state and federal regulations, historical and societal changes, and contemporary trends. Observation and participation in early childhood settings is required.
- ECED 350 Teaching Mathematics in Early Childhood Education (3 credit hours). This course is designed to prepare teacher candidates to teach mathematics in the early childhood classroom. It includes a study of standards, methods, materials, activities, assessment, research, pedagogy, and current philosophy of mathematics education for the early childhood student. Observation and participation in early childhood settings is required. Practicum assignments are required.
- ECED 351 Teaching Science in Early Childhood Education (3 credit hours): This course is designed to prepare teacher candidates to teach science in early childhood education. It includes a study of standards, methods, materials, activities, assessment, research, pedagogy, and current philosophy of science education for the early childhood student. Observation and participation in early childhood settings is required. Practicum assignments are required.
- ECED 352 Teaching Social Studies in Early Childhood Education (3 credit hours): A study of essential knowledge, concepts, skills, and attitudes for teaching social studies in the early childhood classroom. Course content includes a study of relevant research, standards, methods and materials for instruction and assessment in early childhood classrooms. Observation and participation in early childhood settings is required. Practicum assignments are required.
- ELEM 420 Internship I Elementary (1 credit hour): Teacher candidates will apply principles of planning, instruction, management, assessment, and professionalism in diverse field-based settings involving differing numbers of young children, peers, parents, and other adults.

- READ 150 Foundations of Language and Literacy (1 credit hour): This course will provide students with an overview of the history and structure of the English language and five critical components for learning to read.
- READ 250 Introduction to the Literacy Framework (1 credit hour): This course will provide students with an overview of how literacy instruction is organized within a classroom literacy block. Field-based assignments will be required.
- READ 290 Children's Literature (3 credit hours): This course will provide students with an overview of children's literature from early 20th century to the present. Literary genres, oral traditions, aesthetic values, and appreciation of human diversity will be emphasized.
- READ 370 Reading and Written Expression Methods I: Teaching Emergent, Beginning, and Struggling Readers and Writers (3 credit hours): This course will provide students with an overview of how to teach reading and writing to emergent, beginning, and struggling readers and writers. Field-based assignments will be required.
- READ 380 Reading and Written Expression Methods II: Teaching Transitional, Intermediate, and Advanced Readers and Writers (3 credit hours): This course will provide students with an overview of how to teach reading and writing to transitional, intermediate, and advanced readers and writers. Field-based assignments will be required.
- READ 415 Literacy to Meet Diverse Needs (2 credit hours): This course will build on concepts from the reading methods courses and will provide students with an overview of how to teach reading to students with diverse needs. Field-based assignments will be required.
- SPED 510 Behavior Analysis and Behavior Change (3 credit hours): Study of application of behavior management techniques in educational, clinical and domestic settings.
- VPAS 320 Integrated Arts for the Classroom Teacher (3 credit hours): An active, participatory study of the methods and materials for using the visual and performing arts as primary media for communication, inquiry, and engagement in early childhood and elementary classrooms. The content, function, and achievements of these art forms (music, dance, theatre, visual arts) will be explored with emphasis on integration into other content areas.

In addition to the new program-specific courses listed above, a set of new education core courses will be included in the program of study, replacing the current core courses and maintaining the same number of education core hours. Those courses are listed below; however, please refer to the appended core proposal for further details.

Education Core Courses:

- EDCI 450 Capstone for Educational Leaders (1 credit hour): Teacher candidates will explore current issues in education as they relate to the educational leader. Primary focus is on completion and presentation of the required exit assessment, the IWS.
- EDCO 201 Literacy and the English Language Learner (2 credit hours): Lecture and field-based course that applies content in the developmental sciences to working with an English Language Learner. Candidates examine the stages of language acquisition and methods for supporting English language and other P-12 learners struggling with literacy in the content area.
- EDCO 202 Supporting the Student with Disabilities (2 credit hours): Lecture and field-based course that applies content in the developmental sciences to addressing the needs of learners with disabilities in the general education classroom. Through the exploration of high and low incidence disabilities, evidence-based strategies are used for supporting diverse learner needs in the content area.

- EDCO 203 Supporting the Student Identified as Gifted (1 credit hour): Lecture and field-based course that applies content in the developmental sciences to addressing the needs of learners with disabilities in the general education classroom. Through the exploration of high and low incidence disabilities, evidence-based strategies are used for supporting diverse learner needs in the content area.
- EDCO 306 Teaching Methods for the Inclusive Classroom (2 credit hours): 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 learners. Special focus is placed on utilizing Response to Intervention data to integrate Universal Design for Learning as a model for ensuring all learners succeed.
- EDCO 351 Establishing Classroom Climate (1 credit hour): Taken in the fall semester of the year-long internship, candidates design and implement a management plan in collaboration with the mentor teacher and course instructor. Course content and experiences include utilizing a three-tiered plan for classroom management, functional behavior analysis, and communication with parents and other caregivers from diverse backgrounds.
- EDUC 101 Developing Observation and Analysis Skills (1 credit hour): Candidates 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.
- EDUC 200 Developmental Sciences and Context of Poverty (3 credit hours): In this lecture and field-based course, candidates explore the strands of growth and development from preschool to adolescence. Significant time is devoted to the application of these strands to working with learners living in poverty. Topics include typical human development, contexts of poverty and their effect on P-12 learners, and family and community exploration. This course satisfies three hours of General Education requirements in Social Science.
- EDUC 220 Assessment for Diverse Needs (2 credit hours): 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 are identified and utilized by course participants. Principles of Universal Design for Learning are applied to the design and implementation of classroom assessment.
- EDUC 401 Understanding Contextual Factors (1 credit hour): 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.
- EDUC 402 Internship Assessment & Instruction (9 credit hours): 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.
- EDUC 410 Education in a Democracy (2 credit hours). Using the content of the internship experience, teacher candidates analyze competing ideas about 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

In addition to new courses listed above, exiting program courses have been modified to strengthen field-based experiences in elementary education.

Course Modifications:

- Modify ELEM 293 Laboratory Experiences in the Public School (3 hours). Change to ELEM 293 Laboratory Experiences in the Elementary School (3 hours). This course is designed to provide instructional and non-instructional teaching experiences with students under the direct supervision of a mentor teacher. Field-based experiences are required. Change grade basis from S/U to a letter grade. Pre-requisite change to include EDUC 101 or EDUC 110.
- Modify ELEM 436 Teaching Mathematics in Elementary School (3 credit hours): Change to ELEM 360 Teaching Mathematics in Elementary School (3 credit hours): This course is designed to prepare teacher candidates to plan and implement current instructional strategies in mathematics content and pedagogy for elementary school students. Field-based assignments are required.
- Modify ELEM 431. Teaching Science in Elementary School (3 credit hours). Change to ELEM 361 Teaching Science in Elementary School (3 credit hours) This course is designed to prepare students to teach science in the elementary school. It includes a study of standards, methods, materials, activities, assessment, and current philosophy of science education for the elementary age student. Field-based assignments are required.
- Modify ELEM 341 Teaching Social Studies in Elementary School (3 credit hours). Change to ELEM 362 Teaching Social Studies in Elementary School (3 credit hours). A study of methods and materials for teaching elementary social studies. Course content focuses on an integrated study of social studies disciplines and teaching methods for contemporary elementary classrooms. Course design promotes the development of students’ abilities to make informed decisions as citizens of a culturally diverse and democratic society. Field-based assignments are required.

E. Faculty

1. Table Detailing the rank and academic qualification of each faculty member – identified only by rank – not by name.

Table of Rank and Academic Qualifications of Faculty

Rank	Academic Qualifications	Certifications
Professor	Ph D ECED; M S Family Child Development	PreK-3
Associate Professor	Ph D Applied Linguistics—Learning Disabilities Concentration	ESOL
Assistant Professor	Ph D Elementary Education; M Ed Early Childhood	K-6
Assistant Professor	Ph D Early Childhood—Literacy; M Ed Reading	ECED
Assistant Professor	Ph D Special Education—Reading; M A Elementary Education	K-6
Assistant Professor	ABD Elementary Education; M Ed Elementary Education	NBCT, K-8

Assistant Professor	Ph D Human Development Family Studies; M S Child Development	Birth-K
Assistant Professor	Ed D Math Education; M S Elementary Education	1-6; ESOL
Assistant Professor	Ph D Science Education; M Ed Curriculum & Instruction	5-9; ESOL
Assistant Professor	Ph D Elementary Education; M A Elementary Education	ELEM
Assistant Professor	Ed D Curriculum & Instruction—Literacy; M A Reading	Science
Assistant Professor	Ed D Special Education—Reading; M S Special Education	SPED; ESOL
Assistant Professor	ABD School Psychology; M S School Psychology; B S ELEM	ELEM
Lecturer	M Ed Special Education—Learning and Emotional Disabilities	SPED LD
Lecturer	M A Elementary Education—Reading; B A Early Childhood	ECED, ELEM
Lecturer	M Ed Educational Leadership; B S Elementary Education	ELEM
Lecturer	Ph D Curriculum and Instruction; M Ed Early Childhood	ECED, SPED
Lecturer	M Ed Reading; B A Elementary Education	NBCT, ELEM
Lecturer	M A Special Education; B A Early Childhood	ECED, ELEM
Lecturer	M A Educational Administration; B A Interdisciplinary Studies	ELEM
Lecturer	M Ed Elementary	ELEM
Lecturer	M Ed School Media; B A Elementary Education	ELEM
Lecturer	Ed D Teacher Leadership; M Ed Guidance	NBCT, ELEM
Lecturer	M Ed Special Education—Early Literacy	NBCT, ELEM
Lecturer	Ed D Curriculum and Instruction; M Ed Elementary Education	ECED

2. Enumeration and discussion of necessary qualification of new faculty.

There is no immediate need for additional full-time faculty. Existing part-time lecturers will continue to teach in the program and will receive additional assignments according to their availability. Additional part-time faculty will be recruited as needed to supervise students in the junior and senior year field experiences and to teach occasional sections of program-specific courses. Part-time faculty must provide evidence of appropriate credentials to meet relevant SACS and NCATE requirements (e.g., appropriate graduate degrees and coursework; appropriate certifications for supervision of field placements).

3. Proposed Changes in Assignments of Existing Faculty

No major changes in the assignments of existing faculty are anticipated. Faculty will continue to teach courses modified through curriculum action and will also teach new courses that they have created to replace existing courses.

4. Institutional Plan for Faculty Development as It Relates to the Proposed Program

Professional development opportunities are routinely available for faculty in the COE as well as university wide. For example, all faculty have opportunities to attend various [Teaching and Learning Center](#) sessions that focus on topics such as effective teaching practices (e.g., Teaching Circles), Professional Development School (PDS) collaboration, and working with English Language Learners (ELLs). Faculty will continue to participate in professional development sessions offered by the university and the COE relevant to advising strategies, effective teaching practices, promotion and tenure as well as the inclusion of technology into teaching. Other opportunities include ongoing joint professional development sessions that are scheduled through collaboration with our 30 Partnership Network Schools that focus on topics such as implementing the Common Core State Standards, academic rigor, and assessment. In addition to these plans, new professional development initiatives are underway that pertain to innovative ways to restructure methods courses, and faculty will be able to take advantage of these offerings. In addition, faculty will participate in committees to redesign scoring guides and evaluation instruments for field experiences and internships.

5. Institutional Definition of Full-Time Equivalents (FTE)

One faculty FTE is defined as a single faculty member teaching more than six hours in the program in a given semester. Otherwise, one faculty FTE is defined as the accumulation of 24 semester hours of teaching in an academic year.

F. Physical Plant

The programs will be housed in existing buildings at Winthrop University. Specialized classrooms for methods courses are available. No additional needs are expected.

G. Equipment

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

H. Library Resources

As in all fields, additional resources are needed to provide current related materials in our library. However, this need is addressed in current budgets, as departments are able to request materials annually. The three departments in the College of Education, particularly Curriculum and Pedagogy, will include appropriate materials in their departmental requests to provide necessary resources for preparation of prospective teachers. If additional materials are needed during initial implementation of the modified program, those can be funded by the Teacher Quality Partnership grant.

Dacus Library is well-positioned to support evolving undergraduate programs in Early Childhood Education and Elementary Education. The library has long taken a strategic approach to covering all the aspects important to education -- both at undergraduate and graduate levels. The library works actively with the College of Education faculty to understand the academic programs' needs and works closely with teaching faculty in systematically seeking out quality library resources. This active relationship enables the library to keep abreast of new developments across the knowledge spectrum within Winthrop's Education programs. Thus as the Early Childhood and Elementary Education programs evolve to reflect new knowledge, the library's strong tradition of curricular support provides a rigorous foundation for changes as they occur in the College of Education's needs.

The library offers a rich and evolving mix of resources. In addition to traditional books, journals, databases, and e-journals, the library also provides educational online streaming videos (Films on Demand) over 80,000 scholarly ebooks in ebrary's Academic Complete collection plus a recently begun demand-driven acquisitions program.

I. Accreditation, Approval, Licensure, or Certification

1. Brief description of the accreditation or approval process and when accreditation can be expected.

The Professional Education Unit (PEU) is fully accredited by NCATE and the South Carolina Department of Education (SCDE). Winthrop has been informed that the Unit Accreditation Board of the National Council for Accreditation of Teacher Education, at its April 2012 meeting, has decided to continue the accreditation of the College of Education at Winthrop at the initial teacher preparation and advanced preparation levels. All standards were met. The SCDE will render its decision soon. The next review will be scheduled for Fall 2018.

Accreditation Process

The NCATE/SCDE Board of Examiner site visit for continuing accreditation occurred in Fall 2011. The BOE report recommended that all standards were met. Winthrop has been informed that the Unit Accreditation Board of the National Council for Accreditation of Teacher Education, at its April 2012 meeting, has decided to continue the accreditation of the College of Education at Winthrop at the initial teacher preparation and advanced preparation levels. All standards were met. The SCDE will render its decision soon. Our next review will be scheduled for Fall 2018. As part of the NCATE/SCDE accreditation review process, the B.S. Elementary Education program receiving national recognition by ACEI in February 2011, having met the ACEI 2007 standards with the current program of study. The modified program is scheduled to be reviewed by the ACEI SPA in Fall 2015 using the ACEI 2007 standards. If

the NCATE/State Partnership Agreement is revised by the time of our next review due to the transition from NCATE to CAEP, Winthrop will follow the revised accreditation and program approval processes that are in place at the time.

Winthrop is accredited by the Southern Association of Colleges and Schools and NCATE.

2. Brief description of the ways in which the proposed program will ensure that certification will be achieved by the graduates.

Certification of Candidates

Graduates of the proposed BS ELED program will take coursework required for a South Carolina certificate (2nd – 6th) in Elementary Education. Upon completion of the BS ELED program, candidates will also have completed coursework required for add-on Early Childhood Education certification (Pre-K–3). Elementary majors are required to take the Praxis II for their major and will also have the option to take the required Praxis II for Early Childhood and Principles of Learning and Teaching tests noted below for both certifications.

Elementary Education Tests required for certification by South Carolina:

Praxis II – Elementary Education: Instructional Practice (5015) - [passing score of 158]

Principles of Learning and Teaching: Grades K-6 (5622 or 0622) - [passing score of 160]

Early Childhood Education Tests for add-on certification required by South Carolina:

Praxis II – Education of Young Children (5021 or 0021) - [passing score of 158]

Principles of Learning and Teaching: Early Childhood (5621 or 0621) - [passing score of 157]

3. Brief description of how proposed program will address national SPA standards.
The table below provides an overview of the [ACEI 2007 SPA standards](#) that are addressed in elementary education courses.

**Elementary Education Course Alignment with
ACEI 2007 SPA Standards**

Courses	ACEI Standard
CRTW 201 Critical Reading, Thinking and Writing WRIT 101 Composition	2.1 Reading, Writing and Oral Language Content
PHYS 250/251 Matter and Energy/Lab BIOL 150/151 Elements of Living Systems/Lab GEOL 250/251) Earth and Space Systems/Lab	2.2 Science
MATH 291 Mathematics for Elementary Teachers MATH 292 Geometry for	2.3 Math

Courses	ACEI Standard
Elementary Teachers Math 393 Algebra Data Analysis Geometry Conc. For Teachers	
HIST 211 U.S. History or EDUC 312 GEOG 101 Human Geography	2.4 Social Studies
VPA 320 Integrated Arts	2.5 The Arts
HLTH 303 Health Education in Elementary Education	2.6 Health education
PHED 261 Movement Activities for Teachers of Children Ages 6- 12	2.7 Physical education
ELEM 293 Laboratory Experiences in Elementary Classroom	5.2 Collaboration with families, colleagues, and community agencies
ELEM 360 Teaching Mathematics in the Elementary School	2.3 Mathematics 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 4.0 Assessment for instruction
ELEM 361 Teaching Science in the Elementary School	2.2 Science 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 4.0 Assessment for instruction
ELEM 362 Teaching Social Studies in the Elementary School	2.4 Social studies 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 4.0 Assessment for instruction
EDCI 400 Contemporary Strategies for Curriculum Integration	3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 3.5 Communication to foster collaboration 4.0 Assessment for instruction
EDUC 401 Internship: Assessment and Instruction	5.1 Professional growth, reflection, and evaluation 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 3.5 Communication to foster collaboration 4.0 Assessment for instruction

Courses	ACEI Standard
READ 380 Reading and Written Expression II	2.1 Reading, Writing, and Oral Language 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 3.5 Communication to foster collaboration

4. Description of how and when program will address state PK-12 content standards
Elementary education candidates align lessons with the South Carolina Academic Curriculum Standards (2nd – 6th) and/or [Common Core State Standards in South Carolina \(PreK-Grade 3\)](#) as applicable. The elementary lesson plan template that is an available resource at the Student Academic website demonstrates this alignment with standards.

<http://www.winthrop.edu/uploadedFiles/coe/sas/ELEMLessonPlan.pdf>

In addition to program templates and rubrics, all elementary interns are required to include South Carolina Academic Curriculum Standards (2nd – 6th) in lesson plans. See [IWS Dimension 2 Description](#).

J. Articulation

The modified BS ELED program is a positive option for students who choose to transfer from York Technical College into education programs because Winthrop has established a strong [articulation agreement](#) with York Technical College. The table below lists York Technical College courses that currently transfer as Winthrop University Equivalent Courses. It also lists “Anticipated Winthrop University Equivalent Courses” that would transfer into the modified program, should a new articulation plan be developed. The table below lists courses that currently articulate through that agreement and also identifies courses that we expect to include in the revised articulation agreement once the program modification is approved.

York Technical College Courses	Winthrop University Equivalent Current Courses	Anticipated Winthrop University Equivalent Courses
BIO 101 Biological Science I (4)	BIOL 150/151 Elements of Living Systems/Lab (4)	No change needed
ECD 101 Introduction To Early Childhood (3)	ECED 332 Introduction to Early Childhood Education (3)	ECED 200 Foundations in Early Childhood Education (3)
ECD 107 Exceptional Children (3)	SPED 281 Introduction to Special Education (3)	No change needed
ECD 108 Family & Community Relations (3)	EDCI 331 Community Connections for Family (3)	EDCI 210 Home-School-Community Partnerships with Diverse Families (3)
ECD 109 Administration & Supervision (3)	ECED 109 Management and Supervision of Childcare Centers (2)	This course will no longer be offered
ECD 132 Creative Experiences (3)		ECED 295 Creative Activities for Young Children (3)

ECD 210 Early Childhood Intervention (3)		EDCI 215 Early Intervention with Young Children with Special Needs (2)
ECD 203 Growth and Development (3)		EDUC 200 Developmental Sciences and Poverty (3)
ENG 101 English Composition (3)	WRIT 101 Composition: Introduction to Academic Discourse (3)	No change needed
HIS 201 American History Post 1877 (3)	HIST 211 United States History (3)	No change needed
MAT 103 Quantitative Reasoning (3)	MATH 150 Introduction to Discrete Mathematics (3)	No change needed

Winthrop and the College of Education are committed to eliminating needless barriers and enabling smooth transitions for students who wish to transfer from other South Carolina 2 and 4 year institutions. Following are courses in the modified BS ELED program that we expect to articulate with other SC institutions. Once equivalents are identified, those will be posted on the South Carolina Articulation and Transfer Center web site.

Course	Winthrop Course
USC- Lancaster	
EDPYL 333- Child Growth and Development	ECED 200 – Foundations of Early Childhood Education
USC- Columbia	
ECED	
EDEC 342 - The Young Child: Development, Care, and Education (3-8 Years)	ECED 200 – Foundations of Early Childhood Education
EDEC 510 - Parent/Family Dynamics in Early Childhood Education	EDCI 210 Home-School-Community Partnerships with Diverse Families
EDEC 441 - Teaching Mathematics in Early Childhood	ECED 350 Teaching Mathematics in Early Childhood Education
EDEC 442 - Teaching Science and Social Studies in Early Childhood	ECED 351 Teaching Science in Early Childhood Education ECED 352 Teaching Social Studies in Early Childhood Education
ELEM	
EDEL 440: Elementary Mathematics Instruction	ELEM 360 Teaching Math in the Elem School
EDEL 450: Elementary Science Instruction	ELEM 361 Teaching Science in the Elem School
EDEL 460: Elementary Social Studies Instruction	ELEM 362 Teaching Social Studies in the Elem. School
EDEL 506: Integrated Curriculum in Elementary School	EDCI 400 Contemporary Strategies for Curriculum Integration
Coastal Carolina	
ECED	
EDUC 276 Foundations of Early	ECED 200 – Foundations of Early Childhood Education

Childhood Education	
EDEC 338 Creative Experiences for Young Children	ECED 295 Creative Activities for Young Children
EDEC 421 Child, Family, Community, Teacher Relations	EDCI 210 Home-School-Community Partnerships with Diverse Families
EDEC 376 Integrated Math/Science/Social Studies I and EDEC 420 Integrated Math/Science/Social Studies II	ECED 350 Teaching Mathematics in Early Childhood Education ECED 351 Teaching Science in Early Childhood Education ECED 352 Teaching Social Studies in Early Childhood Education
ECED	
EDEL 386: Teaching of Lang Arts and Social Studies in Elementary Education	ELEM 362 Teaching Social Studies in the Elem. School
EDEL 388: Teaching of Science and Mathematics Elementary Education	ELEM 361 Teaching Science in the Elem School ELEM 360 Teaching Math in the Elem School
EDUC 115- Introduction to Early Child Education	ECED 200 - Foundations of Early Childhood Education
Course	Winthrop Course
EDEL 388: Teaching of Science and Mathematics Elementary Education	ELEM 361 Teaching Science in the Elem School ELEM 360 Teaching Math in the Elem School
EDUC 115- Introduction to Early Child Education	ECED 200 - Introduction to Early Childhood Education

K. Estimated Costs

1. Table for Estimated Annual New Expenditures for the First Five Years

Costs to the Institution and Sources of Financing **Elementary Education**

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	28,229	28,229	28,229	28,229	28,229	141,145
Faculty Salaries (Includes 20% of Core faculty salaries)	239,437	239,437	239,437	239,437	239,437	1,197,185
Graduate Assistants	12,798	12,798	12,798	12,798	12,798	63,990
Clerical/Support Personnel	7,000	7,000	7,000	7,000	7,000	35,000
Supplies and Materials	4,200	4,200	4,200	4,200	4,200	21,000
Library Resources	0	0	0	0	0	0

Equipment	1,000	1,000	1,000	1,000	1,000	5,000
Facilities	0	0	0	0	0	0
Other (Internship/Field Experience supervision and travel)	14,250	14,250	14,250	14,250	14,250	71,250
TOTALS	306,914	306,914	306,914	306,914	306,914	1,534,570
SOURCES OF FINANCING BY YEAR						
Tuition Funding	476,784	476,784	476,784	476,784	476,784	2,383,920
Program-Specific Fees (Teacher Education Fees)	75,600	75,600	75,600	75,600	75,600	378,000
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (USDOE Teacher Quality Partnership grant – instruction, recruitment, placement)	58,900	0	0	0	0	58,900
TOTALS	611,284	552,384	552,384	552,384	552,384	2,820,820

*Specify significant internal sources of reallocated funds. Add additional rows as necessary.)

2. Statement

Because the program will utilize full-time and part-time faculty, the only new expenditures will be for additional part-time faculty to assist with teaching and supervision. Estimates are that part-time faculty will be needed to provide instruction and/or supervision equivalent to 12 credit hours each semester. Existing part-time faculty will assume additional responsibilities, and qualified new part-time faculty will be recruited.

3. Sources of Funding

Current revenues will support the use of additional part-time faculty. No requests for special state appropriations are planned in association with the proposed program.

L. Assurances of Institutional Approvals

College Curriculum	March 1, 2012
College Assembly	March 23, 2012
College Dean.....	March 28, 2012
Teacher Education Committee.....	April 3, 2012
Committee on University Curriculum.....	April 6, 2012
Academic Council	April 13, 2012
Faculty Conference.....	April 20, 2012
Vice President for Academic Affairs.....	May 10, 2012
President.....	May 15, 2012