

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Winthrop University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): **The existing B.S. in Middle Level Education degree program is moving from two required areas of concentration to one required area of concentration with an option to pursue credits toward a second content area.**

Current Name of Program (include degree designation and all concentrations, options, and tracks):
B.S. in Middle Level Education (Two required areas of concentration from the following content areas: English-Language Arts, Mathematics, Science, Social Studies)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):
B.S. in Middle Level Education (One required area of concentration from the following content areas: English-Language Arts, Mathematics, Science, Social Studies)

Program Designation:

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

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

- Yes (Mathematics/Science concentration only)
 No

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

- Yes (New single concentrations of Mathematics and Science)
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 131203

Current delivery site(s) and modes: Campus of Winthrop University – traditional (F2F)

Proposed delivery site(s) and modes: Same as above – no change

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

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Institutional Approvals and Dates of Approval:

Department of Counseling, Leadership & Educational Studies Approval: November 15, 2018

Curriculum Committee: Dec. 4, 2018

College of Education Faculty Assembly: January 11, 2019

Educator Preparation Committee: January 22, 2019

Committee on Undergraduate Curriculum: February 1, 2019

Academic Council: February 8, 2019

Faculty Conference: February 15, 2019

Provost: April 25, 2019

President: May 1, 2019

Background Information

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

The B.S. in Middle Level Education program at Winthrop University will move from requiring two areas of content concentration (15-19 credit hours varying by content area) to one area of content concentration (24-30 credit hours varying by content area) with the option to take electives toward a second content area. This aligns with both the 2015 Association of Middle Level Education (AMLE) revised program standards that eliminate the requirement of two concentrations areas for content preparation of Middle Level Education candidates in undergraduate programs. This also aligns with the SC Board of Education approval on December 12, 2017, of the option for Educator Preparation Programs (EPP) to move to one area of concentration for Middle Level Education programs.

The intended audience for this program remains consistent with its current target audience of those interested in working with adolescents; however, by moving to one area of concentration, it is projected to appeal to those students who are undecided about pursuing a career in middle level or secondary education and to those who avoided middle level education due to the requirement of a second content area concentration. The aim of this program modification is to attract more students into the field of middle level education and promote retention and completion of existing students in the program.

This revised program continues to meet the mission of Winthrop University, which is to provide personalized and challenging undergraduate, graduate and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. Additionally, this program supports Winthrop Plan Strategic Goals 1.1, 1.2 and 2.1 shown below.

1. Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates.
 - 1.1. Improve student success with new and refined co-curricular programs and services that emphasize measurable impacts on retention and graduation rates.
 - 1.2 Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.
2. Continually enhance the quality of the Winthrop experience for all students by promoting a culture of innovation, with an emphasis on global and community engagement.
 - 2.1 Develop new programs and enhance current ones that have the potential to be national models.

Assessment of Need

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

According to the 2018-2019 Critical Subject Areas list provided by the SC Teachers Loan Program, all four content areas of middle level education (Language Arts, Math, Science, and Social Studies) are considered critical needs for SC classrooms. <https://www.scstudentloan.org/current-borrowers/teacher-forgiveness/critical-subject-areas> As noted in the *SC Annual Educator Supply and Demand Report* (CERRA, January 2019), 150 middle school teaching positions were left vacant during the 2018-2019 school year, representing 24% of all K-12 classroom vacancies that year and a 9% increase in vacancies over the prior year. Of all middle level certified teaching vacancies in 2018-2019, 51% were in the four middle level content areas of English/language arts (19 positions), mathematics (20 positions), science (20 positions), and social studies (17 positions). In the prior year (2017-2018), substantial increases were also witnessed at the middle school level, especially in the content fields of English/language arts and social studies (CERRA, January 2018). These data point to a growing problem with having sufficient numbers of middle level teachers for SC classrooms. This program modification is intended to attract more students into the Middle Level Education program, remove barriers to support better program retention and completion rates, thereby placing more WU graduates in middle school teaching positions.

Transfer and Articulation

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

There are no special articulation agreements beyond the traditional two-year transfer agreement allowing students to transfer in identified 100-200 level courses with a C or higher.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-2021	5	82	3	85		
2021-2022	5	87	3	90		
2022-2023	5	92	3	95		
2023-2024	5	97	3	98		
2024-2025	5	102	3	105		

Explain how the enrollment projections were calculated.

Enrollments were calculated using existing enrollment of 77 students in fall 2018 with an average annual predicted enrollment increase of both new students and transfers (both internal and external) of 8 each year—5 in the fall and 3 in the spring.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

(See end of this report for Program of Study copies)

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
MLED 101(1) – Intro to Middle Level		MLED 330(3) – Strategies & Assessment for Middle Level Learners
	English-Language Arts Concentration	
	ENGL 203 – Major British Authors	
	ENGL 208 – Foundations of World Literature	
	ENGL 507 – History & Dev of Modern English	
	Mathematics Concentration	
	MATH 101 – Algebra & Trig for Calculus	
	MATH 141 – Finite Probability & Statistics	
	MATH 370 – Intro to Mathematical Modeling	
	Science Concentration	
	BIOL 213 – Anatomy and Physiology I	
	BIOL 220/222 – Principles of Cell & Molecular Biology	
	BIOL 221/223 – Principles in Ecology, Evolution, & Biodiversity	
	GEOL 210/211 – Historical Geology	
	CHEM 101 or 104 – Applying Chemistry to Society or Chemistry and Problem-Solving	
	PHYS 101/102 or PHYS 201 – Everyday Physics or General Physics	
	Social Science Concentration	
	ECON 103 – Intro to Political Economy	
	GEOG 101 – Intro to Geography	
	GEOG 303 or 306 – Geography of Asia or Latin American/Caribbean	
	PLSC 201 – American Government	

New Courses

List and provide course descriptions for new courses.

The courses added to the program (listed above) are existing content courses offered at Winthrop and will be added to this program of study based on the Middle Level teaching concentration selected by the student. There will be no newly created courses added to the program.

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BS in Middle School Education	129	Bob Jones University	Undergraduate teacher preparation program	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; BJU requires two concentrations (language arts/social studies or math/science); WU requires a total of 120 credit hours
BS in Middle Grades Education	125	Charleston Southern University	Undergraduate teacher preparation programs; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice, and CSU requires two concentrations; WU requires a total of 120 credit hours
BS in Middle Level Education	126-128	Clafin University	Undergraduate teacher preparation programs; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice, and CU requires two content cognate areas; WU's program can be completed in 120 hours regardless of concentration area
MAT in Middle Level Education	36	Clemson University	Graduate initial teacher preparation program; allows for certification in any two of the four content areas	WU is an undergraduate program and it will allow for one concentration while still allowing credits toward a second area of choice
BA in Middle Level Education	120-125	Coastal Carolina University	Undergraduate teacher preparation programs; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four concentration areas) while still allowing credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area; CCU is a BA program

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BS in Middle Grades Education	120+	College of Charleston	Undergraduate teacher education program; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area
MAT in Middle Grades Education	42+	College of Charleston	Students pursue one of the four content areas	WU is an undergraduate program and allows for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice
BA in Middle Level Education	120+	Columbia College	Undergraduate teacher preparation program; requires a concentration in one of the four content areas	WU will allow for one concentration (one of the four content areas) but still provides an option for a second content area; WU's program can be completed in 120 hours regardless of concentration area
MAT in Middle Level Education	48	Converse College	Allows for certification in any two of the four content areas	WU is an undergraduate program; allows for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice
BS in Middle Level Education	129	Francis Marion University	Undergraduate teacher preparation program; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours
BS in Middle Level Education	120+	Newberry College	Undergraduate teacher preparation program; allows for certification in any two of the four content areas	WU will allow for one concentration while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area
BS in Education: Middle School	120+	Presbyterian College	Undergraduate teacher preparation program; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; WU's program can be

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
				completed in 120 hours regardless of concentration area
B.S. in Middle Level Education	143-144	SC State University	Undergraduate teacher preparation; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area
MAT in Middle Grades	39-42	The Citadel	Allows for certification in any two of the four content areas	WU is an undergraduate program; allows for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice
BA/BS in Middle Level Education	122-133	USC Columbia	Undergraduate teacher preparation program; allows for certification in any two of the four content areas	WU will allow for one concentration (one of the content areas) while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area
BA in Middle Level Education	123-124	USC Upstate	Undergraduate teacher preparation programs; allows for certification in any one of the four content areas	WU will allow for one concentration (one of the four content areas) while still allowing for credits toward a second area of choice; WU's program can be completed in 120 hours regardless of concentration area
Middle Level Education	120-128	USC Aiken	Undergraduate teacher preparation program; recently modified to offer one concentration with some credit hours available toward a second concentration	WU's program can be completed in 120 hours regardless of concentration area

Faculty

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

The modification to this program will not require additional faculty, staff or administrative personnel.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: No additional resources are needed.

Equipment: No additional equipment is needed.

Facilities: No additional facilities or improvement to facilities are needed.

Impact on Existing Programs

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

Yes

No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	98,995	98,995	98,995	98,995	98,995	494,975
Program-Specific Fees	3,680	3,680	3,680	3,680	3,680	18,400
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	102,675	102,675	102,675	102,675	102,675	513,375
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (Supplies, licenses, background checks, etc.)	3,500	3,500	3,500	3,500	3,500	17,500
Other (Inst. Overhead)	39,598	39,598	39,598	39,598	39,598	197,990
Total	43,098	43,098	43,098	43,098	43,098	215,490
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	59,577	59,577	59,577	59,577	59,577	297,885

Budget Justification

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

Tuition funding is calculated by \$7,615 in-state tuition for 8 new students a year--(5 students enrolling both fall and spring semesters and 3 students enrolling only in spring semester of the academic year). Program-specific fees are the total of two course fees and a Teacher Education program fee (\$460 per student).

Estimated costs include approximately \$3,500 to cover expenditures associated with required student background checks, VIA software licenses, early field and clinical experiences, instructional materials, and teacher candidate induction and convocation activities for the new students, using the collected course and program fees. In addition, other costs include 40% of new tuition funds that will contribute to institutional overhead in support of the program and its students. The program has sufficient personnel to serve the estimated number of new students, and there are adequate library resources and facilities to accommodate the additional students.

Evaluation and Assessment

Program Objective	SLO Aligned to Program Objective	Method of Assessment
English Language Arts		
Demonstrate teaching competencies in a content area of focus. [AMLE Standards 1, 2, and 4]	Students can plan for content understandings in the area of English Language Arts.	Middle Childhood ELA edTPA (Education Teacher Performance Assessment)
	Student engage students using varied instructional strategies in an established positive learning environment.	Year-Long Internship (I and II)
	Student use assessment to inform ELA instruction and provide feedback to guide higher-level learning.	
Demonstrate a comprehensive knowledge of young adolescent development. [AMLE Standards 1-4]	Students design and implement developmentally responsive lessons in ELA.	Junior Field Practicum in an English Language Arts Classroom
	Students plan and defend their <i>ideal middle school</i> that fosters equitable educational practices and enhances learning for all students.	MLED 300 and 310

Program Objective	SLO Aligned to Program Objective	Method of Assessment
Demonstrate depth and breadth of subject matter content knowledge. [AMLE Standard 2]	Students understand central concepts and content within ELA.	Praxis Subject Area Exam ELA Test Code 5047
Mathematics		
Demonstrate teaching competencies in a content area of focus. [AMLE Standards 1, 2, and 4]	Students can plan for content understandings in the area of mathematics.	Middle Childhood Mathematics edTPA (Education Teacher Performance Assessment) Year-Long Internship (I and II)
	Student engage students using varied instructional strategies in an established positive learning environment.	
	Student use assessment to inform instruction in mathematics and provide feedback to guide higher-level learning.	
Demonstrate a comprehensive knowledge of young adolescent development. [AMLE Standards 1-4]	Students design and implement developmentally responsive lessons in mathematics.	Junior Field Practicum in a Mathematics Classroom MLED 300 and 310
	Students plan and defend their <i>ideal middle school</i> that fosters equitable educational practices and enhances learning for all students.	
Demonstrate depth and breadth of subject matter content knowledge. [AMLE Standard 2]	Students understand central concepts and content within mathematics.	Praxis Subject Exam Mathematics Test Code 5169
Science		
Demonstrate teaching competencies in a content area of focus. [AMLE Standards 1, 2, and 4]	Students can plan for content understandings in the area of science.	Middle Childhood Science edTPA (Education Teacher Performance Assessment) Year-Long Internship (I and II)
	Student engage students using varied instructional strategies in an established positive learning environment.	

Program Objective	SLO Aligned to Program Objective	Method of Assessment
	Student use assessment to inform instruction in science and provide feedback to guide higher-level learning.	
Demonstrate a comprehensive knowledge of young adolescent development. [AMLE Standards 1-4]	Students design and implement developmentally responsive lessons in science.	Junior Field Practicum in a Mathematics Classroom MLED 300 and 310
	Students plan and defend their <i>ideal middle school</i> that fosters equitable educational practices and enhances learning for all students.	
Demonstrate depth and breadth of subject matter content knowledge. [AMLE Standard 2]	Students understand central concepts and content within science.	Praxis Subject Exam Science Test Code 5440
Social Studies		
Demonstrate teaching competencies in a content area of focus. [AMLE Standards 1, 2, and 4]	Students can plan for content understandings in the area of social studies. Student engage students using varied instructional strategies in an established positive learning environment. Student use assessment to inform instruction in social studies and provide feedback to guide higher-level learning.	Middle Childhood Social Studies edTPA (Education Teacher Performance Assessment) Year-Long Internship (I and II)
Demonstrate a comprehensive knowledge of young adolescent development. [AMLE Standards 1-4]	Students design and implement developmentally responsive lessons in social studies.	Junior Field Practicum in a Social Studies Classroom MLED 300 and 310
	Students plan and defend their <i>ideal middle school</i> that fosters equitable educational practices and enhances learning for all students.	

Program Objective	SLO Aligned to Program Objective	Method of Assessment
Demonstrate depth and breadth of subject matter content knowledge. [AMLE Standard 2]	Students understand central concepts and content within social studies.	Praxis Subject Exam Social Studies Test Code 5089

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

Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

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

Yes

No

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

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

Yes

No (The program was nationally recognized by AMLE Spring 2015)

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
English/Language Arts Concentration

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in one content area. Each student will select a content concentration from the following options: English/Language Arts, mathematics, science or social studies. Due to the complexity of this degree, its content areas and general education requirements, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

		Semester Hours
General Education Courses		
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
Oral Communication	Met in major with EDCO 401	0
Technology	Met in major with EDCO 305	0
Intensive Writing	Met in major with MLED 390	0
Constitution Requirement	See approved list, p. 16; may be met by other req	0-3
Physical Activity	See approved list, p. 16	1
Thinking Critically Across Disciplines		
Global Perspectives	See approved list, p. 16	3
Historical Perspectives	See approved list, p. 16	3
Introducing Students to Broad Disciplinary Perspectives		
Social Science	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
Humanities and Arts	See approved list, p. 16; must include 2 designators	6
Quantitative Skills and Natural Science (3 courses)		6-12
Quantitative Skills	See approved list, p. 16; may be met in the concentration if if MATH concentration is chosen	(3-8)
Natural Science	See approved list, p. 16; must include a lab science. If 2 courses must be in 2 different groups: Physical, Earth, or Life	(3-8)
Subtotal		32-41
Major/Professional Education Sequence		48
EDCO 101**	Developing Observation and Analysis Skills	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
MLED 300**	Introduction to the Middle School	3
MLED 310**	Developmental Aspects of Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 331	Field Experience in Middle Level Education	1
MLED 390	Reflective Teaching in Middle Level Education	1
MLED 405	Capstone in Middle Level Education	1
READ 331**	Foundations of Literacy for Middle Level & Secondary	3
READ 346**	Content Area Reading and Writing for Middle Level	3
READ 380**	Instructional Methods and Assessment II	3

English/Language Arts Content Concentration (C- or higher required in each course unless otherwise noted)		24
ENGL 203	Major British Authors	3
ENGL 208	Foundations of World Lit	3
ENGL 211	Major American Authors	3
ENGL 530	Grammar in Theory and Practice	3
ENGL 507	History and Development of Modern English	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGE 519	Adolescent Literature	3
ENGL elective	Choose from (<i>WRIT 300, ENGL 300, ENGL ____</i>)	3

Content Area Methods Course:

ENGE 391	Principles in Teaching English in Middle and Secondary Schools	3
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Content Electives:

Electives (courses toward a second content area are recommended)	4-13
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Total Credit Hours:	120
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General Education	32-41
Professional Sequence	48
Content Area	24
Methods	3
Electives	4-13
Total	120 credit hours

(*53 hours above 299)

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
Mathematics Concentration

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in one content area. Each student will select a content concentration from the following options: English/Language Arts, mathematics, science or social studies. Due to the complexity of this degree, its content areas and general education requirements, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

		Semester Hours
General Education Courses		
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
Oral Communication	Met in major with EDCO 401	0
Technology	Met in major with EDCO 305	0
Intensive Writing	Met in major with MLED 390	0
Constitution Requirement	See approved list, p. 16; may be met by other req	0-3
Physical Activity	See approved list, p. 16	1
Thinking Critically Across Disciplines		
Global Perspectives	See approved list, p. 16	3
Historical Perspectives	See approved list, p. 16	3
Introducing Students to Broad Disciplinary Perspectives		
Social Science	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
Humanities and Arts	See approved list, p. 16; must include 2 designators	6
Quantitative Skills and Natural Science (3 courses)		6-12
Quantitative Skills	See approved list, p. 16; may be met in the concentration if if MATH concentration is chosen	(3-8)
Natural Science	See approved list, p. 16; must include a lab science. If 2 courses must be in 2 different groups: Physical, Earth, or Life	(3-8)
Subtotal		32-41
Major/Professional Education Sequence		45
EDCO 101**	Developing Observation and Analysis Skills	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
MLED 300**	Introduction to the Middle School	3
MLED 310**	Developmental Aspects of Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 331	Field Experience in Middle Level Education	1
MLED 390	Reflective Teaching in Middle Level Education	1
MLED 405	Capstone in Middle Level Education	1
READ 331**	Foundations of Literacy for Middle Level & Secondary	3
READ 346**	Content Area Reading and Writing for Middle Level	3

Mathematics Content Concentration (C- or higher required in each course unless otherwise noted) 25

MATH 101	Algebra and Trigonometry for Calculus	3
MATH 150	Introduction to Discrete Mathematics	3
MATH 201	Calculus I	4
MATH 141	Finite Probability & Statistics	3
MATH 291, MATH 292	Basic Num Concepts; Num, Data, & Geom Concepts	6
MATH 393	Algebra, Data Analysis & Geom Concepts for Teachers	3
MATH 370	Introduction to Mathematical Modeling	3

Content Area Methods Course:

MAED 391	Principles of Teaching Mathematics	3
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Content Electives:

Electives (courses toward a second content area are recommended) 6-15

Total Credit Hours: 120

General Education	32-41
Professional Sequence	45
Content Area	25
Methods	3
<u>Electives</u>	<u>6-15</u>
Total	120 credit hours

(**44 hours above 299)

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
Science Concentration

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Shared Skills and Proficiencies		
Writing and Critical Thinking		
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Quantitative Skills and Natural Science (3 courses)		
Quantitative Skills	See approved list, p. 16; may be met in the concentration if if MATH concentration is chosen	(3-8)
Natural Science	See approved list, p. 16; must include a lab science. If 2 courses must be in 2 different groups: Physical, Earth, or Life	(3-8)
Subtotal		32-41
Major/Professional Education Sequence		
EDCO 101**	Developing Observation and Analysis Skills	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
MLED 300**	Introduction to the Middle School	3
MLED 310**	Developmental Aspects of Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 331	Field Experience in Middle Level Education	1
MLED 390	Reflective Teaching in Middle Level Education	1
MLED 405	Capstone in Middle Level Education	1
READ 331**	Foundations of Literacy for Middle Level & Secondary	3
READ 346**	Content Area Reading and Writing for Middle Level	3

Science Content Concentration (C- or higher required in each course unless otherwise noted) 25-28

LIFE SCIENCES	Select two courses; both must have a lab	8
BIOL 150/151 and BIOL 213	Elements of Living Systems & Anatomy/Phys I	8
OR		
BIOL 220/222 and BIOL 221/223	Principles of Cell... and Principles in Ecology...	8
EARTH SCIENCES	Select two courses; one must have a lab	7-8
GEOL 110/113 or GEOL 210 /211	Physical Geology or Historical Geology	4
GEOL 220 or GEOL 360***	Oceanography or History of Life	3
PHYSICAL SCIENCES	Select two courses; 1 CHEM/1 PHYS & one must have a lab	7-8
CHEM 101 or 104	Applying Chemistry to Society or Chem & Prob-Sov	3
PHYS 101/102 or PHYS 201	Everyday Physics or General Physics	4
Additional Science Course from one of the three branches of science		3-4

Choose from any courses not taken from above or the below additional science courses (check pre-reqs):
 BIOL 214(4); GEOL 201(4); CHEM 105(4); PHYS 105; PHYS 202; PHYS 250

Content Area Methods Course:

SCIE 391 Principles of Teaching Science 3

Content Electives:

Electives (courses toward a second content area are recommended) ***2 or more hrs. must be above 299** 3-15

Total Credit Hours: 120

General Education	32-41
Professional Sequence	45
Content Area	25-28
Methods	3
Electives	3-15
Total	120 credit hours

(**38 + 2 hours elective to meet 40 hours above 299)

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
Social Studies Concentration

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in one content area. Each student will select a content concentration from the following options: English/Language Arts, mathematics, science or social studies. Due to the complexity of this degree, its content areas and general education requirements, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
Oral Communication	Met in major with EDCO 401	0
Technology	Met in major with EDCO 305	0
Intensive Writing	Met in major with MLED 390	0
Constitution Requirement	See approved list, p. 16; may be met by other req	0-3
Physical Activity	See approved list, p. 16	1
Thinking Critically Across Disciplines		
Global Perspectives	See approved list, p. 16	3
Historical Perspectives	See approved list, p. 16	3
Introducing Students to Broad Disciplinary Perspectives		
Social Science	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
Humanities and Arts	See approved list, p. 16; must include 2 designators	6
Quantitative Skills and Natural Science (3 courses)		
Quantitative Skills	See approved list, p. 16; may be met in the concentration if if MATH concentration is chosen	(3-8)
Natural Science	See approved list, p. 16; must include a lab science. If 2 courses must be in 2 different groups: Physical, Earth, or Life	(3-8)
Subtotal		32-41
Major/Professional Education Sequence		
EDCO 101**	Developing Observation and Analysis Skills	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
MLED 300**	Introduction to the Middle School	3
MLED 310**	Developmental Aspects of Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 331	Field Experience in Middle Level Education	1
MLED 390	Reflective Teaching in Middle Level Education	1
MLED 405	Capstone in Middle Level Education	1
READ 331**	Foundations of Literacy for Middle Level & Secondary	3
READ 346**	Content Area Reading and Writing for Middle Level	3

Social Studies Content Concentration (C- or higher required in each course unless otherwise noted) 30

HIST 111	World Civilizations to 950	3
HIST 112	World Civilizations 950-1750	3
HIST 113	World Civilizations Since 1750	3
HIST 211	U.S. History to 1877	3
HIST 212	U.S. History Since 1877	3
HIST 505	History of South Carolina	3
ECON 103	Introduction of Political Economy	3
GEOG 101	Introduction to Human Geography	3
GEOG 303 or 306	Geography of Asia or Latin America/Caribbean	3
PLSC 201	American Government	3

Content Area Methods Course:

SCST 391	Principles of Teaching Social Studies	3
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Content Electives:

Electives (courses toward a second content area are recommended) 1-10

Total Credit Hours: 120

****Students will be advised to take a Psychology or Sociology course to meet 3 hours of social science general education requirement 2nd designator. These notations will be included on the degree checklist.****

General Education	32-41
Professional Sequence	45
Content Area	30
Methods	3
<u>Electives</u>	<u>1-10</u>
Total	120 credit hours

(**44 hours above 299)