

Proposal from

WINTHROP UNIVERSITY

to the

South Carolina Commission on Higher Education

to modify the

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION



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Program Overview

A. Classification

1. Name of Proposed Program.....Bachelor of Science in Early Childhood Education
2. Academic units involved.....Richard W. Riley College of Education
3. LevelUndergraduate
4. Proposed date of implementation.....Fall 2013
5. CIP code.....13.1210
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....Early Childhood (PreK-3rd grade certification)

B. Justification for the Program

1. Program Purpose and Goals

The purpose of the Bachelor of Science in Early Childhood Education (B.S. ECED) degree is to prepare qualified early childhood candidates to teach children in grades PreK-3. The B.S. ECED program is developed to specifically address all 2010 National Association for the Education of Young Children (NAEYC) Standards for certification programs. Graduates of this program will meet South Carolina course requirements for PreK–Grade 3 certification. The purpose of the proposed program modification in the B.S. ECED is to incorporate the new Professional Education Unit (PEU) core courses and improve preparation for early childhood education majors. The overarching benefit for the program modification described in this document is better preparation for ECED 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 B.S. ECED program will meet South Carolina certification course requirements for Early Childhood Education in grades Pre-K–3 and Elementary Education in grades 2-6. This modified program will enable early childhood graduates the opportunity to add on elementary certification by successfully meeting Praxis II requirements.

Program Goals

1. To develop candidates who use their knowledge of multiple interacting influences on children’s development and learning (2010 NAEYC Standard 1) to create healthy, respectful, supportive, and challenging environments for each child.
2. To develop candidates who use their understanding of the importance of partnerships with children’s families and communities to create respectful, reciprocal relationships that support and empower families, and to involve families in their children’s development and learning (2010 NAEYC Standard 2).
3. To develop candidates who understand the goals, benefits, and uses of assessment tools and use systematic observations, documentation, and other responsible assessment

strategies in partnership with families and other professionals, to positively influence children's development and learning (2010 NAEYC Standard 3).

4. To develop candidates who use a wide array of developmentally effective approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning (2010 NAEYC Standard 4).
5. To develop candidates who use their knowledge of essential concepts, inquiry tools, resources, and structure of content areas, including academic subjects, to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental learning outcomes for every young child (2010 NAEYC Standard 5).
6. To develop candidates who know about and uphold ethical standards and other professional guidelines and engage in informed advocacy, reflective practice, and continuous, collaborative learning; using technology effectively with young children, with peers, and as a professional resource (2010 NAEYC Standard 6).
7. To provide multiple opportunities for candidates to observe and practice in various field-based settings that include early school grades, child care centers and homes, Head Start programs and early childhood age groups (birth – age 3, 3 through age 5, 5 through age 8 years) to develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood (2010 NAEYC Standard 7).

2. Need for the Program Modification

The Richard W. Riley College of Education has offered a Bachelor of Science in Early Childhood Education degree for many years. This is an important program for the College and for the state of South Carolina. The certification that is earned by early childhood education majors is aligned with the 2010 NAEYC Standards and South Carolina certification guidelines for grades PreK-3. Based on our collaborative work with candidates, graduates, and administrators within the Winthrop region, early childhood 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 elementary education (grades 2-6) 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 early childhood candidates to meet the diverse needs of PreK-3 children in South Carolina schools; (b) to provide multiple opportunities for early childhood candidates to observe and practice in various field-based settings that include early school grades, child care centers and homes, Head Start programs and early childhood age groups (birth through age eight); and (c) to provide early childhood graduates the opportunity to add on elementary certification by successfully meeting Praxis II and South Carolina Department of Education requirements.

The first goal is to address the need to fully prepare candidates to work with diverse groups of students in Pre-K – Grade 3 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 provide candidates with multiple opportunities to observe and practice in various field-based settings that include early school grades, child care centers and homes, Head Start programs and early childhood age groups (birth through age eight). These field-based experiences are embedded throughout an extensive developmental 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. The program modifications are needed to place candidates in multiple and diverse field-based settings throughout the four-year program in order to fully prepare them to work on observation and analysis skills followed by experiences with individual learners, small groups, and finally whole class teaching.

The third goal is to address the need to provide early childhood graduates the option to add on elementary certification by completing the required coursework and successfully passing Praxis II requirements. Based on work with graduates and administrators within the Winthrop University region, early childhood faculty members concluded that offering add-on certification opportunities to our graduates is essential for improving 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 elementary 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 Early Childhood 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 Early Childhood 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 early childhood teachers in a complex and rapidly changing society. This program is developed specifically to address the [2010 National Education for the Education of Young Children \(NAEYC\) Standards](#) for NCATE accreditation. We strive

to prepare teacher candidates with the knowledge, skills, dispositions, and techniques to interact successfully with young children and others who affect children's lives. Beginning with a strong foundation in educational psychology and child development, our teacher candidates study the early childhood 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 produce 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 ECED majors will utilize modified course work with existing faculty. Courses that meet certification requirements for an Elementary Education certificate are also included in the program of study for Early Childhood Education. Candidates will have the option to add-on certification in Elementary Education by successfully completing the *Praxis II Elementary Education: Instructional Practice and Applications (5015)* and *Principles of Learning and Teaching (PLT): Grades K-6 (5622 or 0622)*.

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

There are 25 NAEYC accredited early childhood education programs in South Carolina. Since our program modification involves an add-on option for the Bachelor of Science in Elementary Education (B.S. ELED), a review of four in-state institutions for certification (PreK-grade 3) in early childhood education indicates that:

- a. four institutions offer undergraduate early childhood certification in PreK-Grade 3;
- b. three institutions offer the option of add-on elementary education certification in grades 2-6; and
- c. three institutions require between 12-21 additional credit hours for add-on elementary education certification.

College/University	Certification Options for Early Childhood Education	Add-on Elementary Education Certification Options
Winthrop University	Modified Bachelor of Science in Early Childhood Education (PreK-grade 3 and add-on elementary certification in grades 2-6) - 126 credit total hours	Yes (no additional credit hours needed) - add-on Elementary Education certification is built into this program Total 126 credit hours
College of Charleston	Bachelor of Science in Early Childhood Education (PreK-grade 3) – up to 127 credit hours	Yes (18 additional credit hours) Total 146 credit hours
USC-Columbia	Bachelor of Arts in Early Childhood Education (PreK-grade 3) – 124-125 credit hours	Yes (21 additional credit hours) Total 145 credit hours
Clemson	Bachelor of Science in Early Childhood Education (PreK-grade 3) – 124 credit hours	No
University of South Carolina Upstate	Bachelor of Science in Early Childhood Education (PreK-grade 3) – 123 credit hours	Yes (12 additional credit hours) Total 135 credit hours

The modified B.S. ECED Program provides candidates with comprehensive preparation in early childhood education, while also offering them the option for add-on elementary education certification. 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 by the state for elementary education certification (21 credit hours) are imbedded into the B.S. ECED program and are included in the 126 total credit hours. Graduates of the B.S. ECED program who are seeking this certification will need to successfully meet elementary Praxis II requirements. 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 (123-127). However, the three universities (College of Charleston, University of South Carolina-Columbia, and University of South Carolina Upstate) that offer add-on elementary certification options require significantly more credit hours (between 12-21 credit hours) than our modified B.S. ECED program (126 credit hours). This results in total program hours of 135 to 147 for their students who elect this add-on certification.

C. Enrollment

1. Admissions Criteria for 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 on 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.

2. 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.

Existing Student Enrollment

EXISTING ENROLLMENT				
YEAR	FALL		SPRING	
	Headcount	Credit Hours	Headcount	Credit Hours
2009-2010	259	4144	250	4000
2010-2011	244	3904	221	3536
2011-2012	206	3296	222	3552

Estimated New and Existing Student Enrollment

ESTIMATED NEW and EXISTING ENROLLMENT				
YEAR	FALL		SPRING	
	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	225	3600	228	3648
2014-2015	230	3680	230	3680
2015-2016	240	3840	240	3840
2016-2017	250	4000	250	4000
2017-2018	250	4000	250	4000
2018-2019	250	4000	250	4000

3. Discussion of the process by which estimates were made

Process by Which Estimates Were Made

Enrollment is based on enrollment trends from fall 2009 to the present as noted in the Existing Student Enrollment table above. The B.S. ECED program is the largest teacher education program in the Richard W. Riley College of Education and has maintained strong student enrollment over the years. Using data from the WU Factbook <http://www2.winthrop.edu/research/factbook.html> and Student Academics Services from 2009 to 2012, the early childhood education student enrollment experienced a slight decline (14%) from 259 majors in fall 2009 to 222 majors in spring 2012 (as noted in Existing Student Enrollment table). While the modified B.S. ECED program is more rigorous than our current program, we feel that the advantage of an improved certification option has the potential to increase enrollment in the early childhood education program. The modified B.S. ECED 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 Early Childhood 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 ECED 352	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 215**	Early Intervention for Special Needs	2
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
EDCI 450**	Capstone for Educational Leaders	1
ECED 200**	Foundations of Early Childhood Education	3
ECED 295**	Creative Activities for Young Children	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
ECED 420	Internship 1 Early Childhood	1
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
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 403**	Health Education Methods for Early Childhood Teachers	1
PHED 203**	Developmental Movement for Young Children	2
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 (PEU) has an established process for data collection, aggregation, and dissemination. Program assessment plans are in full compliance with SPA and NCATE requirements and data are reviewed annually by faculty. These data are collected and

monitored across academic years and informs decisions concerning programmatic changes. For more information refer to [COE Unit Assessment](#).

Assessment 1: Licensure Test: South Carolina requires candidates for licensure in early childhood education to complete the following tests: *Praxis II: 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 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* test measures subject-specific content knowledge, as well as general and subject-specific teaching skills that early childhood educators need for teaching. *Praxis II: Education of Young Children (0021 or 5021)* includes both multiple choice questions in Part A (80% of total score) and short constructed-response questions in Part B (20%) of total score). *Praxis II: Education of Young Children (0021 or 5021)* addresses the following categories: (I.) Early Childhood Development (NAEYC 1), (II.) Teaching and Supporting Diverse Children (NAEYC 2, 3), (III.) Creating a Developmentally Appropriate Learning Environment (NAEYC 1, 4), (IV.) Teaching and Learning (NAEYC 3, 4, 5), (V.) Professionalism, Family, and Community (NAEYC 2, 6), and (VI.) Demonstrating Knowledge of Teaching (NAEYC 1-6).

Principles of Learning and Teaching (PLT): Early Childhood (0621 or 5621) includes 70 short multiple-choice questions and four constructed response questions related to two case histories. The *Principles of Learning and Teaching: Early Childhood (0621 or 5621)* test addresses the following categories: (I.) Students as Learners (NAEYC 1), (II.) Instructional Process (NAEYC 3, 4, 5), (III.) Assessment (NAEYC 3), (IV.) Professional Development, Leadership, and Community (NAEYC 6), and (V.) Analysis of Instructional Scenarios (NAEYC 1-6).

Assessment 2: Assessment of general content knowledge. In ECED 295 Creative Activities for Young Children, candidates use their understanding and knowledge of young children's characteristics and needs (NAEYC 1a), development (NAEYC 1b), and appropriate early learning standards (NAEYC 5c) to develop a *Creative Arts Portfolio*. For the *Creative Arts Portfolio*, based on their understanding of content knowledge (NAEYC 5a) and resources in language and literacy and the arts (e.g., music, creative movement, drama, and visual arts), candidates develop an assortment of age-appropriate and developmentally appropriate (NAEYC 4c) arts-based activities that support creative thinking and problem-solving skills of young children.

Assessment 3: Planning, instruction, and assessment. Assessment 3 is comprised of individual assignments from ECED 350 Teaching Mathematics in Early Childhood Education, ECED 351 Teaching Science in Early Childhood Education and ECED 352 Teaching Social Studies in Early Childhood Education that require candidates to develop and implement one lesson plan (from each content area) in their field experience classrooms. For these assignments, candidates are required to: (a) develop and teach a mathematics lesson; (b) develop and teach a science lesson; (c) develop and teach a social studies lesson; (d) conduct an analysis of student learning based on

assessment results from each lesson taught; and (e) reflect on their own teaching for each lesson taught. The *ECED Lesson Plan and Reflection on Teaching* assignments address NAEYC Standards 3, 4, and 5. For example, candidates demonstrate their ability to use theoretical and practical knowledge about mathematics, science, social studies and literacy (NAEYC 5a), instructional strategies (NAEYC 4a-c), and assessment as they develop and implement lesson plans that reflect knowledge about children through formal and informal assessments (NAEYC 3c-d). Candidates use insights gained from assessment in conjunction with understandings about developmentally effective approaches, central concepts, inquiry tools, and structures to plan for instruction (NAEYC 4b-c). Candidates demonstrate essential skills evaluating the curriculum in light of their own goals and of children's engagement in learning activities, and they modify curriculum in light of their own evaluation and feedback from supervisors (NAEYC 3d). Moreover, candidates demonstrate basic knowledge of core concepts and South Carolina Academic Curriculum Standards and Common Core State Standards and standards of professional organizations in each content area (National Council for Teachers of Mathematics Standards, National Science Education Standards, and National Council for the Social Studies Standards) relying on sound resources for that knowledge (NAEYC 5a). Finally, candidates demonstrate competence in analyzing both student learning and their own practices in a broader context and using reflections to modify and improve their work with young children (NAEYC 4d).

Assessment 4: Student Teaching Assessment. The early childhood internship experience at Winthrop University is the culmination of the preparation program and represents a bridge between theory and practice. Early childhood candidates complete a year-long internship that begins the first semester of the senior year of the ECED program. Candidates are placed in an early childhood classroom (PreK-Grade 3) 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 a mentor teacher in a school 16 hours a week for 14 weeks. For the second semester of the senior year, candidates are engaged in a full-time teaching assignment in the same early childhood classroom, where they work with their mentor teacher for five days a week for 14 weeks (NAEYC 7a-b).

The knowledge, skills, and dispositions developed through formal course work, observational opportunities, and the field internship experience are put into practice through an intensive practical application of professional attributes as a teacher candidate. In ECED 420 Internship I Early Childhood and EDUC 402 Internship Assessment and Instruction, Early Childhood Internship assessment instruments used to assess candidate's performance include the *Early Childhood Education Internship Midterm/Final Evaluation Report* and the *Early Childhood Education Internship Evaluation Scoring Rubric*. Individual components are categorized into four domains that measure teaching behaviors aligned with specific NAEYC Standards and key elements. These evaluation instruments are common to all education programs in the unit, but the Early Childhood Education Internship Evaluation Scoring Rubric is specific to the content area. Four domains are measured: Planning, Instruction, Classroom Management, and Professionalism. A fifth area is included to allow content areas to evaluate specific teaching behaviors unique to their content area. Candidates are evaluated at midterm and at the conclusion of the internship using the Early Childhood Education Internship Midterm/Final Evaluation Report and the Early Childhood Education Internship Evaluation Scoring Rubric. Candidates

must achieve the acceptable level on the final evaluation to successfully complete the internship. Both the mentor teacher and university supervisor collaborate on the evaluation. The Early Childhood Internship Final Evaluation of Teaching addresses NAEYC Standards 1 and 3-7.

Assessment 5. Effects on Student Learning. A teaching intern is required to complete an Internship Work Sample (IWS) during the internship (student teaching) in an early childhood classroom. The IWS demonstrates proficiency in short and long range planning for instruction and analysis of student learning. The IWS is prepared under the guidance of their early childhood mentor teacher, their early childhood university supervisor, and the EDCI 450 Capstone for Educational Leaders instructor. The IWS is designed to document the impact of the intern's instruction on the learning of the early childhood students in their classroom. The IWS addresses all NAEYC Standards. For example, as candidates write Section I, *Unit Context*, they identify characteristics, needs, and interests of individual students that might impact development and learning, (NAEYC 1a, b). Candidates also use their knowledge of family and community characteristics to develop the *Contextual Factors* (NAEYC 2a) portion of Section I. Candidates also develop unit goals that align with state standards (NAEYC 5c). Candidates develop Section II, *Assessment and Subgroup Plan* for their unit based on their understanding and knowledge of child development, learning (NAEYC 1b-c, and purposes of assessment (NAEYC 3a-c). They develop appropriate assessment tools and approaches to assess young children, practice responsible assessment (NAEYC 3c-d), and establish assessment partnerships with families and other professionals (NAEYC 3b). Section III, *Design for Instruction*, allows candidates to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children (NAEYC 4a-d). As candidates develop Section IV, *Analysis of Student Learning over Time*, they use age-appropriate assessments to guide their instruction, practice responsible assessment (NAEYC 3d), and use ethical guidelines and other professional standards related to early childhood practice (NAEYC 6b). Candidates engage in continuous, collaborative learning to inform practice (NAEYC 6c) and integrate knowledgeable, reflective, and critical perspectives on early education (NAEYC 6d).

Assessment 6. The purpose of Assessment 6, the *Family Interview Paper* is to increase candidate's confidence in communication with families and to acquire skills for being supportive of families (NAEYC 2b). In EDCI 210 Home-School-Community Partnerships with Diverse Families, each candidate selects a family to interview. The family must have at least one child between the ages of birth and eight years old. The family must also be from a different cultural background or family structure than that of the candidate. (i.e.: poverty, English as a second language, children with special needs, single parents, divorced parents). Candidates submit a written report describing the family's goals, culture, and individual characteristics based on the interview responses (NAEYC 2a). The *Family Interview Paper* addresses NAEYC Standard 2 where candidates build and establish a positive relationship with a selected family and gather information through structured questions during an interview, which demonstrates candidate's knowledge of complex characteristics of children's families and communities and skills needed to support and empower families. After completing the interview, candidates analyze information gathered from the interview and write a reaction paper that demonstrates their understanding of diverse families and community characteristics (NAEYC 2a). To demonstrate

supporting and empowering families and communities through respectful reciprocal relationships (NAEYC 2b), candidates design support strategies for the children and families by including two specific resources in the community that may be most helpful in addressing their family needs, concerns, and priorities.

Assessment 7. Understanding variations in the characteristics and development of young children, and understanding the multiple influences on their development are key principles in the development of environments that are healthy, respectful, supportive, and challenging for all children. In EDCI 215 Early Intervention for Special Needs, candidates work in groups to observe an infant or toddler with one or more risk factors (NAEYC 7a) and interview a family member to determine the family's priorities and concerns for their child. Observations allow candidates to collect anecdotal data in five developmental domains (cognitive, communication, physical, social-emotional, and adaptive). Candidates use these data and their knowledge and understanding of infants' and toddlers' characteristics and needs, abilities or disabilities, risk factors, and family and community characteristics to write a paper. The paper demonstrates candidates' ability to analyze data and demonstrate understanding of the unique characteristics and needs of the very young child and his/her family. This knowledge will be used to develop recommendations regarding healthy, respectful, supportive, appropriate learning strategies, and challenging learning environments and developmentally appropriate learning strategies that are appropriate for the student's needs and incorporate the family's priorities and concerns. *The Case Study Paper for Young Child with Special Needs Paper* addresses NAEYC Standards 1-4 and 7. Candidates use data gathered during observations, and information learned during a structured family interview (NAEYC 3c) to demonstrate their knowledge and understanding of the case study child's characteristics and needs (NAEYC 1a) and the multiple influences on his/her development and learning (NAEYC 1b). This information is synthesized as the candidate carefully considers the family's unique characteristics, as well as their priorities and concerns for their young child (NAEYC 2a-c) and describes recommendations pertaining to a healthy, respectful, supportive, and challenging learning environment (NAEYC 1b) and suggested developmentally appropriate activities and learning strategies (NAEYC 4a) that promote success for the child.

Assessment 8. The Macfeat Observation Play Report is designed to increase candidate's knowledge and understanding of play theories (NAEYC 1a) through observation (NAEYC 3b) and analysis of children at play (NAEYC 1c). In ECED 200 Foundations of Early Childhood, candidates observe three, four, and five year old children as they play with adults, peers and individually in indoor and outdoor facilities and record anecdotal notes based on these observations (NAEYC 3b). Candidates then analyze their observations through a theoretical lens (NAEYC 6d), noting evidence of cognitive and social play stages. Candidates conclude the *Macfeat Observation Report* with thoughtful reflections about ways in which adults facilitate learning and development by creating quality play experiences for children. The *Macfeat Observation Play Report* addresses NAEYC Standards 1, 3, and 6. Candidates expand their knowledge and understanding of children's characteristics and needs (NAEYC 1a) as they learn and develop, as well as multiple influences on childhood development and learning (NAEYC 1b). Candidates learn about observation and documentation as an appropriate form of assessment (NAEYC 3b) as they prepare an observation guide prior to their observations of children at play, observe children while taking in-depth anecdotal records on their observations, and as they then

take this data and analyze and draw conclusions concerning child development and teacher influence (NAEYC 6d).

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 B.S. ECED has increased from 124 hours to 126 hours.

New Program Courses:

- ECED 420 Internship I Early Childhood (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.
- EDCI 400 Contemporary Strategies for Curriculum Integration (2 credit hours): Teacher candidates explore models and processes of curriculum integration and develop integrated units of instruction within the context of early childhood and elementary classrooms.
- 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.
- 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.
- 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.
- HLTH 403 Health Education Methods for Early Childhood Teachers (1 credit hour): This course provides an overview of strategies for teaching health education in early childhood settings.
- MATH 393 Algebra, Data Analysis, and Geometric Concepts for Teachers (3 credit hours): In depth study of the meaning and application of basic algebraic reasoning, counting techniques, proportional reasoning, and intermediate level geometry concepts.
- 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, and 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 core education core hours. Those courses are listed below; however, please refer to the appended core proposal for further details.

New 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.
- 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, existing program courses have been modified to strengthen field-based experiences in early childhood education.

Course Modifications:

- Modify ECED 332 Introduction to Early Childhood Education (3 credit hours). Change to 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.
- Modify ECED 333 Creative Activities for Young Children (3 credit hours). Change to ECED 295 Creative Activities for Young Children (3 credit hours): A study of concepts and content including: arts (sound, color, rhythm, movement) in the early childhood curriculum; methods and materials for developing creativity; room arrangement; and a review of relevant research. Candidates will observe and work with children of diverse ages and with children reflecting culturally and linguistically diverse family systems in early childhood settings and will implement arts-based lessons. Field-based assignments are required.
- Modify ECED 432 Teaching Mathematics in Early Childhood Education (3 credit hours). Change to 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.
- Modify ECED 433 Teaching Science in Early Childhood Education (3 credit hours). Change to 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.
- Modify ECED 391 Teaching Social Studies in Early Childhood Education (3 credit hours). Change to 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.
- Modify EDCI 331 Community Connections to Families (3 credit hours). Change to 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.

- Modify EDCI 336 Young Children Insuring Success (3 credit hours). Change to EDCI 215 Early Intervention for Young Children with Special Needs (2 credit hours): This course includes a study of the characteristics of young children with special needs, birth to age three service delivery models, and school-based service delivery models as well as a study of Response to Intervention models for K-2 settings.
- Modify PHED 203 Developmental Movement for Young Children (3 credit hours). This course is going from three (3) to two (2) credits based on accreditation standards and the new Core curriculum in the COE. A one credit health class is now required in the major. This change was requested by the Early Childhood faculty.

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 Early Childhood Education; 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 members 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 COE relevant to the advising strategies, effecting teaching practices, promotion and tenure, as well as 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. Also, 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 (COE), 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 in their departmental requests to Dacus Library.

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 COE 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 COE'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. Our 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 Bachelor of Science in Early Childhood Education (B.S. ECED) program received national recognition by NAEYC in February 2011, having met the NAEYC Standards with the current program of study. The modified B.S.ECED program is scheduled to be reviewed by the NAEYC SPA in Fall 2015 using the 2010 NAEYC 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 B.S. ECED program will take coursework required for a South Carolina certificate (PreK-grade 3) in Early Childhood Education. Teacher candidates in the

proposed B.S. ECED program are required to take the *Praxis II: Education of Young Children (0021 [paper version] or 5021 [computerized version])* prior to placement in the year-long Internship. Upon completion of the B.S. ECED program, candidates will also have completed coursework required for add-on Elementary Education certification (Grades 2-6). Early Childhood Education majors are required to take the Praxis II and The Principles of Learning and Teaching (PLT) tests for their major and will also have the option to take the required Praxis II for Elementary Education and Principles of Learning and Teaching (PLT) tests noted below for both certifications.

Early Childhood Education Tests required by South Carolina:

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

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

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

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

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

3. Brief description of how proposed program will address national SPA standards.

The table below provides an overview of the [2010 NAEYC SPA standards](#) that are addressed in early childhood education courses.

**Early Childhood Education Course Alignment with
2010 NAEYC SPA Standards**

2010 NAEYC Standards	Course number and Title
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 7. Early Childhood Field Experiences	EDCI 210 Home-School-Community Partnerships with Families
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 7. Early Childhood Field Experiences	EDCI 215 Early Intervention for Special Needs
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	EDCI 400 Contemporary Strategies for Curriculum Integration

2010 NAEYC Standards	Course number and Title
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	EDCI 402 Internship Assessment & Instruction
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	ECED 200 Foundations of Early Childhood Education
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	ECED 295 Creative Activities for Young Children
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	ECED 350 Teaching Mathematics in Early Childhood Education
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	ECED 351 Teaching Science in Early Childhood Education
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional	ECED 352 Teaching Social Studies in Early Childhood Education

2010 NAEYC Standards	Course number and Title
NAEYC Standard 7. Early Childhood Field Experiences	
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	ECED 420 Internship 1 Early Childhood
NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 2. Building Family and Community Relationships NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 6. Becoming a Professional NAEYC Standard 7. Early Childhood Field Experiences	READ 370 Reading and Written Expression I

4. Brief description of how and when the proposed program will address state PK-12 content standards.

Early Childhood candidates align their lessons with the [South Carolina Good Start Grow Smart Early Learning Standards](#), [South Carolina Academic Curriculum Standards \(PreK-Grade 3\)](#), and/or [Common Core State Standards in South Carolina \(PreK-Grade 3\)](#) as applicable. The [Early Childhood Education Lesson Plan Template](#) demonstrates this alignment. In addition, all early childhood interns are required to include South Carolina Academic Curriculum Standards (PreK-grade 3) in their IWS instructional plan and lesson plans. See [IWS Dimension 2 Description](#).

J. Articulation

The modified B.S. ECED program is a positive option for students who choose to transfer from York Technical College into the B.S. ECED program because Winthrop has established a strong [articulation agreement](#) with York Technical College. Over the years, the formal articulation agreement with York Technical College has had a positive impact on student enrollment in the B.S. ECED program. Students often transfer up to 30 hours into the B.S. ECED program. 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 of 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
MAT 250 Elementary Mathematics (3)	MATH 291 Basic Number Concepts for Teachers (3)	No change needed
MAT 251 Elementary Mathematics II (3)	MATH 292 Numbers, Measurement, and Geometry Concepts for Teachers (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 B.S. ECED 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-	ECED 200 – Foundations of Early Childhood Education

8 Years)	
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 Childhood Education	ECED 200 – Foundations of Early 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
ELEM	
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

K. Estimated Costs

1. Table for estimated new expenditures necessary annually for the first five years.

Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	30,185	30,185	30,185	30,185	30,185	150,925
Faculty Salaries (Includes 30% of Core faculty salaries)	334,564	334,564	334,564	334,564	334,564	1,672,820
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)	25,150	25,150	25,150	25,150	25,150	125,750
TOTALS	414,897	414,897	414,897	414,897	414,897	2,074,485
SOURCES OF FINANCING BY YEAR						
Tuition Funding	755,568	755,568	755,568	755,568	755,568	3,777,840
Program-Specific Fees (Teacher Education Fees)	127,200	127,200	127,200	127,200	127,200	636,000
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)	71,800	0	0	0	0	71,800
TOTALS	954,568	882,768	882,768	882,768	882,768	4,485,640

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

2. Statement as to whether of not “unique cost” or other special state appropriations will be required or requested.

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. Specify 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