

**New Program Proposal
Bachelor of Arts, Social Studies Education with Concentrations in
Economics, History, Political Science, Psychology, and Sociology & Anthropology
Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Bachelor of Arts degree in Social Studies Education with concentrations in Economics, History, Political Science, Psychology, and Sociology & Anthropology to be implemented in August 2014. The proposed program is to be offered through traditional instruction on campus. The purpose of the proposed program is to combine existing options for social studies teacher licensure at the undergraduate level, expand the interdisciplinary nature of social studies teacher preparation, and add concentration options. Winthrop University currently offers a Bachelor of Arts in History and Political Science with a concentration in Teacher Education and a Master of Arts in Secondary Teacher Education, Social Studies. The current concentrations in Teacher Education in the B.A. in History and the B.A. in Political Science will be terminated. The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval to the Commission. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	8/15/12	
Comments and suggestions from CHE staff to the institution	9/27/12	Staff asked Winthrop to submit a revised Program Planning Summary that addressed a clarification in the proposed program title, confirmed the proposed implementation date, confirmed that current concentrations in teacher education in the content areas will be terminated, and described the qualifications of the new faculty member. Staff also suggested the inclusion of the number of vacancies in social studies based on CERRA data as well as the inclusion of a list of all institutions that currently offer a social studies education degree.
Revised Program Planning Summary received and posted for comment	10/1/12	
Program Planning Summary considered at ACAP	10/11/12	ACAP members expressed support for the proposed program.
Program Proposal Received	9/17/13	

ACAP Consideration	10/17/2013	Staff questioned the proposed name of the program and the concentrations. Staff stated that additional questions and comments would be sent to the institution in a tracked changes document.
Comments and suggestions from CHE staff to the institution	10/30/13	Staff requested a revised proposal be submitted that addressed questions about the proposed name and concentrations of the degree program, reflected a change from teacher “certification” to “licensure” because of a recent change at the SC Department of Education, discussed evidence that a change in the degree program will increase enrollment, and stated that current concentrations in teacher education under the B.A. in History and Political Science be terminated
Revised Program Proposal Received	11/20/13	
Comments received from CAAL members	1/2/2014	Commissioner Munns asked for information about the need for additional staff and program assessment. Staff requested this information from the institution.
Responses provided to CAAL	1/8/2014	Staff distributed the requested information to CAAL (attached).
CAAL Consideration	1/9/2014	CAAL voted to recommend approval to CHE.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts degree in Social Studies Education with concentrations in Economics, History, Political Science, Psychology, and Sociology & Anthropology to be implemented in August 2014, provided that the current concentrations in Teacher Education under the B.A. in History and the B.A. in Political Science be terminated.

**Commissioner Munns's Questions and Institutional Responses
Regarding New Academic Degree Program Proposals
Committee on Academic Affairs and Licensing, January 9, 2014**

Winthrop University, B.A., Social Studies Education

QUESTION: The program is described as a consolidation without significant growth. So, why the need for an additional staff and additional faculty (program director)? Are not director functions being performed today? What benefit is achieved by the additional two resources, and is it justified in light of the increased cost?

INSTITUTIONAL RESPONSE: Winthrop is only requesting one new position for this program. It appears as two (one each in administration and faculty) in the headcount column on the table, but only .25 and .75 (respectively, for one total) in the FTE column. Currently, the program is directed by a faculty member from the RWR College of Education. The program will be administered by a new faculty member who will be hired into an existing faculty line (currently unfilled). This faculty line will shift to the Department of Interdisciplinary Studies. The faculty member will have training in one of the concentration disciplines, secondary social studies certification, and other qualifications that merit supervision and training of future teachers. No additional staff members will be hired. Routine administrative support will be provided by the Department of Interdisciplinary Studies. One-quarter of the faculty member's responsibilities will be program administration. We expect to continue to use current faculty (full-time and part-time) along with a current full-time staff member with a PhD in History and high school social studies teaching experience for supervision as some of these individuals currently supervise as an overload.

QUESTION: Pg. 15. How will the program assess output (placement of students, value of curriculum to the employer etc.)?

INSTITUTIONAL RESPONSE: The Richard W Riley College of Education tracks the placement of its graduates and regularly works with school administrators to evaluate the preparation of its graduates for work in South Carolina schools through the review of ADEPT data and employer surveys. Administrators and teachers from partner schools are fully involved in the development of and evaluation of the current Teacher Education Core Curriculum, which is in its third year of implementation. Finally, content area assemblies consisting of level and content specific school teachers are under development that will further serve as an advisory group for content areas including secondary social studies education.

Winthrop University

NEW PROGRAM PROPOSAL

Bachelor of Arts in Social Studies Education
with
Concentrations in Economics, history, political science, psychology, and sociology &
anthropology

September 2013
Revised following 10/17/2013 ACAP
Resubmitted: 11/20/2013

Signature on Original hardcopy version
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Program Overview

Name of Proposed Program: BA in Social Studies

Concentrations..... Economics, history, political science, psychology, and sociology & anthropology
Academic units involved College of Arts and Sciences (home college) and Richard W. Riley College of Education
Level Bachelor's Degree
Proposed date of implementation August 2014
CIP code 131318
Site Winthrop University Main Campus
Program..... New (replacing the 9-12 licensure concentrations in the BA in History and the BA in Political Science)
Qualified for Supplemental Scholarship No
Delivery mode Traditional
Area of Licensure 9-12 Social Studies Education

Institutional Approvals

Created 07/03/2012
Department Chair 07/03/2012
College Curriculum 08/23/2012
College Assembly 09/04/2012
College Dean 09/05/2012
Teacher Education Committee 10/10/2012
Committee on Undergraduate Curriculum 11/09/2012
Academic Council 11/19/2012
Vice President for Academic Affairs 12/01/2012
President 01/30/2013
Board of Trustees 02/15/2013

Purpose and Goals

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

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

Justification

Need for the Program at the Institution

Winthrop University currently provides two undergraduate options for teacher licensure in Social Studies. Students choose a Bachelor of Arts in either History or Political Science with a concentration in 9-12 teacher education. These options include a core of courses from across the social studies disciplines and teacher education coursework required for licensure. Overwhelmingly most students major in history. Although all social studies teachers need significant coursework in history, this structure does not fully express the interdisciplinary nature of the licensure and work of a social studies teacher. Providing a single degree program with concentration options in economics, history, political science, psychology, and sociology and anthropology has the potential to attract additional students, consolidates all students into a single program, and emphasizes the full range of themes taught in social studies courses at the secondary school level. The new structure also allows for the addition of a second methods course which is needed to help students explore methods and content across all disciplines. Once this program is approved, the Teacher Education concentrations in our BA in History and BA in Political Science will be discontinued (after currently enrolled students complete their program).

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

State Need for Certified Social Studies Teachers

According to the 2012 CERRA Teacher Supply and Demand Study (http://www.cerra.org/media/documents/2012/12/2012_Supply_and_Demand_Report_FINALz.pdf), there are 3,008 secondary social studies positions statewide in the 2012-2013 academic year. Of these positions 359 were filled by new teachers and nine remained vacant at the start of academic year. It is important to note that this is a proposal for a new program but is designed to replace the existing BA in History and BA in Political Science concentrations for teacher licensure at Winthrop. This program does not add additional program options statewide. Instead this program is focused on making more efficient and effective the existing teacher licensure option for 9-12 social studies teachers at Winthrop. Using enrollments in the methods course for Social Studies teachers (6-12) it is clear that the numbers do fluctuate in both the graduate and undergraduate programs. However all programs for teacher licensure are relatively strong overall. Graduate numbers are included because many of these students came to Winthrop as undergraduate teacher education students and choose later to pursue MAT options to allow more flexibility. We expect such trends to continue with the possibility of modest increases in completers overall. There are only anecdotal data to suggest that if the options for others concentrations were more visible that slight increases are possible. These anecdotal data are from the individuals that discover the MAT5 options late in their other social sciences programs and indicate they wish they could have planned earlier.

Social Studies Methods Course Enrollment Numbers

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	8	14	9	14
Graduate	6	8	4	9

As a replacement for existing programs, the proposed undergraduate option for teacher licensure will continue to help meet the need for social studies teachers in the state with a potential to increase graduates. The number of open positions at the start of the 12-13 academic year provides support that

there is potential employment if enrollments increase. Data for the 2013-14 academic year is not yet available.

Centrality of the Program to the Institutional Mission

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

Relationship of the Program to Other Programs within the Institution

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

Similarities or Differences between the Proposed Program and Other Institutions

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

The proposed program at Winthrop is not adding a new option for social studies education. Instead the program is restructuring existing teacher licensure programs in the BA in History and BA in Political Science into a single program with additional concentration choices. The proposed program is designed to increase exposure to the multidisciplinary nature of the licensure program and allow for the identification of a program director who can serve as the primary contact for content departments engaged in social studies teacher preparation.

University	Degree requirements found on university websites
Anderson	The social studies education program is housed in the College of Education and students take a variety of course in the other colleges. Content required includes 21 hours of history (includes US, western civ, and non-western civ), 6 hours in psychology (intro and human development), and 3 credits each in economics (intro), geography, and political science (American gov). In addition to content coursework, students are required to take 37 hours in education with no content specific teaching methods listed. (Found in course catalog for 2012-2013)
Bob Jones University	The social studies education program (Comprehensive Social Studies) is housed in the College of Education and students take a variety of course in the other colleges. Content required includes 3 courses in world history, 2 courses in US History, one course each of government, geography, anthropology, and economics, and 4 courses of social sciences electives. There are a number of education courses and a block social studies methods and clinical experiences in the junior and senior years.
Charleston Southern	Not listed as an option for licensure http://catalog.csuniv.edu/content.php?catoid=9&navoid=196#programs
Clemson	Program is listed on the website as Secondary Education with social studies licensure with an emphasis in history. Content courses varied slightly by teaching major but included history (US, western, and non-western clearly identified), political science (American gov't and international relations), anthropology, sociology, and psychology. Program requires economics only as an introductory course. http://www.clemson.edu/majors/curriculum/125.pdf
Coastal Carolina University	Social Studies Education was listed in the options for the MAT (http://www.coastal.edu/education/mat/). Specific content requirements not indicated beyond an undergraduate degree in the teaching area. No indication of undergraduate options on the Departments of History and Government pages.
Coker	No information about required content-specific coursework available on website. General information available at: http://www.coker.edu/images/pdf/academic_catalogs/2012_13_Academic_Catalog.pdf pages 137 to 138.
College of Charleston	Students interested in teacher licensure in secondary education must complete a content major, additional coursework required for licensure (see below), and the secondary education cognate major requirements (42 hours). Social Studies candidates complete a degree in history (Bachelor of Arts). Note in a second place in the catalog there seemed to be an indication that students could also choose a major in Political Science or Sociology. A set of 24 credits is required in social studies courses including: 9 hours in history (6 US and 3 world) and 3 hours each in anthropology, economics (micro only), geography (taught from political science department), political science (American government), and sociology. http://catalogs.cofc.edu/undergraduate/secondary-education-cognate-major-requirements.htm
Converse College	BA in Social Studies includes 6 hours each in US and European History and 3 hours each in economics, sociology, and psychology, politics and geography. Within the 30 credit minor in education there are 3 credits of social studies methods and 3 credits of clinical work at the secondary level.
Erskine College	A degree in Social Studies is housed in the History and Political Science Department. The program requires 6 credits each of US History, World History, and Economics, 3 credits each of Political Science, Sociology, Psychology, and non-western history, and 2 elective in social studies. Specific education requirements were not clear.
Francis Marion University	Not listed as an option for licensure http://www.fmarion.edu/academics/undergraduateprograms .
Furman University	Students pursue a History degree with added requirements. Content specific requirements include: 8 credits each in US history, government, And European history and 4 credits each in SC history, non-western history, economics, geography, psychology, and sociology. The education requirements include a 4 credit social studies methods.

University	Degree requirements found on university websites
Lander University	Offers history degree with education option. The program includes 6 credits each of US history, government, and world history, 21 additional credits in history to include some non-western history, and 3 credits each of anthropology, geography, economics, psychology, and sociology. A social studies specific methods course was not obviously indicated and the program requires summer course work.
Limestone College	Not listed as an option for licensure: http://www.limestone.edu/teacher-education-program
Morris College	Provides option for teacher education through the History Department. Program includes 6 credits each of US history and government and 3 credits each of ancient world history, European history, non-western history, geography, economics, and sociology. Six credits of social studies methods required.
Newberry College	Offers history degree with education option. The program includes 36 to 42 credits in history to include at least US and European and 3 credits each of geography, economics, psychology, political science, and sociology. A social studies specific methods course was not obviously indicated.
North Greenville University	Provides option for social studies certification that requires 27 total hours across political science, psychology, economics, geography, and sociology, and 30 hours of history across a variety of types.
Presbyterian College	Offers education degree that includes 6 credits US history, and 3 credits each of world history, SC history, non-western history, European history, geography, economics, psychology, government, and sociology. A social studies specific methods course was not obviously indicated.
South Carolina State University	Offers education degree that includes 6 credits US history, 21 additional history credits in a variety of areas, and 3 credits each of geography, psychology, government, and sociology. A social studies specific seminar was indicated along with some additional social sciences electives.
The Citadel	Option for graduate certification in Social Studies listed with no specifics on requirements available: http://www.citadel.edu/education/teacher-education/mat-master-of-arts-in-teaching.html . (Admissions information went to a general graduate page and program requirements link was not active.)
UCS-Aiken	Offers secondary education option in social studies. The program includes 6 credits each of US history, government, psychology, and world history, 6 additional credits in history to include some non-western history, 9 credits in economics, and 3 credits each of anthropology and sociology. A social studies specific methods course was indicated and the program requires summer course work.
USC – Upstate	The social studies education program is housed in the College of Education and students take a variety of courses in the other colleges. Content required includes 27 hours of history (includes US, world, and non-western), 3 to 6 hours in psychology, 6 to 9 hours in sociology, and 3 credits each in economics (micro or macro), geography, and political science (American gov't). In addition to content coursework, students are required to take 43 hours in education. http://www.uscupstate.edu/uploadedFiles/academics/Education/PoS%202012%20Social%20Studies-History.pdf
USC—Columbia	Graduate certification options only for social studies.
Wofford College	Requires a major in the teaching field. Social studies was listed as an option with no specifics on which degrees lead to social studies certification or specific content requirements for social studies beyond a degree in a field. No specific teaching methods in social studies was indicated.

Admissions Criteria

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

Eligibility for application:

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

Application requirements and procedures:

The following must be submitted for faculty and college review:

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

Required Approvals:

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

Additional requirements beyond admission

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

Enrollment

Recent Enrollment

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

Projected Enrollment

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

Process Used to Make Estimates

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

Estimate of New Enrollment

The majority of students expected to choose the BA in Social Studies Education with concentrations in Economics, history, political science, psychology, and sociology & anthropology are those who would have pursued a BA in history with a licensure concentration in the current Winthrop structure. The new program is primarily focused on making the licensure option more responsive to the expectations of accreditation and efficient in efforts to recruit and retain majors (in the undergraduate and graduate licensure options). New enrollment is possible with the addition of concentrations (from two in current structure to five in proposed program). The design of the core and the concentrations will allow students who decide they no longer want to teach, the ability to move easily between the proposed BA in Social Studies Education program and the regular BA degree major that corresponds to their chosen concentration. Students trying to decide between a regular major (History, Political Science, Psychology, etc) and the teaching major (BA in Social Studies Education) will be encouraged to choose the Social Studies Education major early due to the sequencing of the education core. Students who indicate interest in pursuing a teaching career after their sophomore year will be directed to consider the Master of Arts in Teaching degree program after completion of their BA degree. Students can easily transfer out of the Social Studies Education program to a degree program majoring in their concentration subject with a minor in social sciences throughout the four years but will be encouraged to do so before the start of the final two semesters.

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

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

New and Modified Courses

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

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

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

Assessment

Assessments of student learning outcomes

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

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

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

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

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

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

Assessment 6: Other Assessment: The Lesson Log was designed to directly assess the 10 NCSS thematic standards. Candidates use previously learned skills in Backwards Design and the Six-Step Lesson Model to design 10 lessons that utilize each national standard. These lessons must also address a South Carolina State Social Studies Standard. For example, the first lesson in the log is to use the first NCSS Standard: Cultural and Cultural Diversity and at least one of the exemplars combined with any state standard that also addresses Culture and Cultural Diversity.

There are nine separate measurable components in each Lesson Log: (1) Content Standards; (2) Objectives and Essential Questions; (3) Candidate Lessons and Activities; (4) Assessments; (5) Teaching Strategies; (6) Differentiation; (7) Six-Step Lesson Plan; (8) Creativity; and (9) Writing Mechanics. The key component is the link of the state standards to the national standards that is measured directly in component one and indirectly in the other components.

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

Faculty

Rank and Academic Qualifications of Faculty

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

Staff	Relevant Academic Degrees	Experience/Role
Professor #3 (Psychology)	University of Kentucky Ph.D. - School Psychology M.A. - Educational Psychology and Counseling B.A. – Psychology	<ul style="list-style-type: none"> • Chair Content Department • Member of Program Planning Group
Professor #4 (Interdisciplinary Studies)	Ph.D. University of South Carolina, Geology. MS, University of South Carolina, Geology. BS The Pennsylvania State University, Geosciences: Geology and Geochemistry; Marine Sciences.	<ul style="list-style-type: none"> • Chair Department of Interdisciplinary Studies • Member of Program Planning Group
Professor #5 (Economics)	Ph.D. – UNC-Chapel Hill, Economics B.S. – Memphis State University, Economics and Math	<ul style="list-style-type: none"> • Director, Center for Economic Education
Instructor #1 (Social Studies)	B. A. in English – Winthrop College Paralegal Certification – Philadelphia Institute for Paralegal Training M. A. in History – Winthrop University	<ul style="list-style-type: none"> • Supervisor for Internship I and II • Member of Program Planning Group

New Faculty

One new faculty member will be needed to serve as program director. The new faculty member will be required to hold an advanced degree in a social studies area with experience in social studies education (to include activities such as experience teach social studies in a high school setting or advanced student in social studies education). The new faculty (planned to be assistant professor rank or higher) will be responsible for program oversight. This oversight will include tasks such as recruitment and retention of majors, accreditation reporting, coordination of the advisory group, supervision of interns, methods instruction, and appropriate content instruction.

Changes in Assignments of Existing Faculty

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

Institutional Plan for Faculty Development

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

Definition of FTE

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

Headcount and FTE

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

Physical Plant

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

Equipment

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

Library Resources

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

Accreditation, Approval, Licensure, or Certification

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

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

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

Articulation

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

Estimated Costs

Total Costs

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

State Appropriations Request

None

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

South Carolina Department of Education Requirements

Program Overview

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

ADEPT

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

	Course	Assignment/Task
Intro to ADEPT Evaluation	EDUC 200-Developmental Sciences and the Context of Poverty	Field Experience Handbook Quiz
APS 1: Long-range Planning	EDUC 401-Internship I: Understanding Contextual Factors EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm and Final Evaluations
APS 2: Short-range Planning of Instruction	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio
	EDUC 400. Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 3: Planning Assessments and Using Data	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDUC 220-Assessment to Meet Diverse Needs	Performance Assessment

	Course	Assignment/Task
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations Internship Work Sample / edTPA
APS 4: Establishing and Maintaining High Expectations for Learning	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio
	EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations
APS 5: Using Instructional Strategies to Facilitate Learning	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDCO 305-Technology in the Classroom EDCO 306-Teaching Methods for the Inclusive Classroom	Universal Design for Learning Portfolio
	EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/Final Evaluations
APS 6: Providing Content for Learners	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 7: Monitoring and Enhancing Learning	EDUC 200-Developmental Sciences and the Context of Poverty	Learner Support Report
	EDCO 201-Literacy and the English Language Learner EDCO 202-Supporting the Student with Disabilities in the General Education Classroom EDCO 203-Supporting the Gifted Student in the General Education Classroom	Case Studies
	EDUC 400-Internship I: Culture and Climate EDUC 401-Internship I: Understanding Contextual Factors EDUC 402-Internship II: Assessment and Instruction EDUC 403-Internship II: Instruction & Assessment for Secondary & K12	Midterm/ Final Evaluations
APS 8: Maintaining an Environment that Promotes Learning	EDCO 351: Establishing Positive Classroom Climate	Positive Behavior Support Plan
	EDUC 402-Internship II: Assessment and Instruction EDUC 403: Internship II: Instruction and Assessment for Secondary and K12	Midterm/Final Evaluations

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

Education Economic Development Act (EEDA)

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

EEDA Unit Assessment for the Undergraduate Teacher Education Program

EEDA Standards	Education Core Courses				
	EDCO 305	EDCO 306	EDCO 351	EDUC 401	EDUC 410
Standard 1: Teacher candidates will explain the career guidance process.				Pre/Post Assmnt	
Standard 2: Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan.				Pre/Post Assmnt	
Standard 3: Teacher candidates will explain the use of the career guidance standards and competencies...				Pre/Post Assmnt	
Standard 4: Teachers candidates will identify instructional strategies that promote core values that enhance citizenship, relationships, and quality of life in the school community.					Contextual Factors Assignment Series
Standard 5: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.	UDL Portfolio				
Standard 6: Teacher candidates will implement learning strategies that promote cooperation.			Personal Management Plan		
Standard 7: Teacher candidates will implement strategies to accommodate the needs of diverse learners.		UDL Portfolio			

South Carolina Standards of Conduct

As educational leaders, graduates of Winthrop University educator preparation programs will be expected to uphold the highest standards of the profession. The Professional Dispositions and Skills reflect professional attitudes, values, and beliefs that support student learning and development and promote positive interactions with students, families, and communities. (additional resources at <http://www.winthrop.edu/coe/default.aspx?id=12866>)

Throughout the teacher preparation program a teach candidate receives both feedback from instructors and self-evaluates his/her progress on development of approach dispositions as described below.

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

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

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

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

South Carolina Safe School Climate Act

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

PreK-12 academic standards

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

Admission Requirements -Initial and Advanced (Assurance of compliance)

Admission Requirements

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

Eligibility for application:

7. Attended an information session on admission to Teacher Education Program. Information sessions offered twice in the fall and the spring.
8. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
9. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
10. Completed the following core courses with a grade of “C” or better in each course: EDUC 101, EDUC 200, EDUC 220, EDCO 201, EDCO 202 and EDCO 203 or equivalents.

11. Achieved satisfactory field evaluations in EDUC 200, EDUC 220, EDCO 201, EDCO 202, and EDCO 203 or equivalents.
12. Meet testing requirements which are defined as: PRAXIS I (PBT/CBT) is the required test for admission to the Teacher Education Program unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT.
(<http://www.winthrop.edu/coe/sas/default.aspx?id=27816>)

Application requirements and procedures:

The following must be submitted for faculty and college review:

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

Required Approvals:

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

Admission to the Internship I and II

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

Program Completion

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

Eligibility for Initial Certification (Assurance of compliance)

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

Field and Clinical Experiences Requirements

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

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

Other Field Experiences

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

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

Annual Reports (AACTE/NCATE and Title II)

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

NCSS assessments

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

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

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

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

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

Assessment 6: Other Assessment: The Lesson Log was designed to directly assess the 10 NCSS thematic standards. Candidates use previously learned skills in Backwards Design and the Six-Step Lesson Model to design 10 lessons that utilize each national standard. These lessons must also address a South Carolina State Social Studies Standard. For example, the first lesson in the log is to use the first NCSS Standard: Cultural and Cultural Diversity and at least one of the exemplars combined with any state standard that also addresses Culture and Cultural Diversity.

There are nine separate measurable components in each Lesson Log: (1) Content Standards; (2) Objectives and Essential Questions; (3) Candidate Lessons and Activities; (4) Assessments; (5) Teaching Strategies; (6) Differentiation; (7) Six-Step Lesson Plan; (8) Creativity; and (9) Writing Mechanics. The key component is the link of the state standards to the national standards that is measured directly in component one, and indirectly in the other components.

Relationship of Assessments to Standards

	A1	A2	A3	A4	A5	A6
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	✓	✓	✓	✓	✓	✓
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	✓	✓	✓	✓	✓	✓
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and	✓	✓	✓	✓	✓	✓

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

Use of Assessment Results

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

Commitment to Diversity Assurance

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

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

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