

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks):

B.S. in Educational Studies with concentrations in Early Childhood, Elementary, Middle Level (select content from ELA, mathematics, science, or social studies), Physical Education, and Special Education

Program Designation:

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

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: **Fall 2020**

CIP Code: 13.0101

Delivery Site(s): **Winthrop University**

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

Dr. Jennie Rakestraw, Dean
College of Education, Winthrop University
Rock Hill, SC 29733
803.323.2151
rakestrawj@winthrop.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of Education Core Approval: September 12, 2019
Curriculum Committee: October 17, 2019
College of Education Faculty Assembly: October 22, 2019
Educator Preparation Committee: October 22, 2019
Committee on Undergraduate Curriculum: November 8, 2019
Academic Council: November 15, 2019

Faculty Conference: November 22, 2019

Provost: January 15, 2020

President: January 28, 2020

Board of Trustees: Pending approval at March meeting (scheduled March 13-14).

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

B.S. in Educational Studies provides an additional pathway for teacher certification while also serving individuals considering careers related to education, but that do not require teacher certification. This program will serve students who decide later in their undergraduate academic career to pursue teacher certification or transfer to the university with significant coursework unrelated to certification. In addition, individuals that hold an associate degree wishing to change careers (such as para professionals) or individuals with some college coursework that are returning for degree completion with plans to pursue teaching can complete this program. Such populations will benefit from a transfer-friendly program that leads to teacher certification at the graduate level through a Master of Arts in Teaching (MAT) degree program. This is especially true for individuals who will ultimately seek certification as Early Childhood, Elementary, Special Education, Middle Level, and Physical Education teachers. With the critical shortage of teachers in South Carolina, developing innovative programs that meet the needs of diverse populations is critical. Even if students enter the program without the intention of teaching, it is anticipated that many will shift their thinking and pursue certification through a one-year MAT. This program is also an option for students in early childhood, elementary, middle level, or special education who decide they no longer wish to pursue certification. This program provides a pathway to complete a degree and enter the workforce in an education related area not requiring teacher certification.

This program aligns directly with Winthrop's mission statement, namely: "Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change." Furthermore, this program contributes toward two crucial aspects of the Winthrop Plan:

- 1.2. Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.
- 2.1. Develop new programs and enhance current ones that have the potential to be national models.

Assessment of Need

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

The annual Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA) shows that the landscape in teacher supply and demand is still problematic in the state although some improvement was seen for 2019-2020. The reduction in teacher demand and turnover was directly influenced by a deduction in teacher retirements due to changes in employment terms for individuals that worked within the state after retirement. However, as evidenced by the data from the 2019-2020 report, the state continues to have 555.5 overall vacancies. These problems are even greater in high need, rural districts where teacher retention rates continue to represent a pressing issue. With a recent Teacher Quality Partnership grant, Winthrop plans to expand opportunities for innovative teacher certification pathways in three rural districts. The B.S. in Educational Studies followed by a Master of Arts in Teaching is one important aspect of our efforts collaborating with these districts, but the hope is to develop a model that would allow Winthrop to support efforts in all of its partner districts.

	Number of Newly Hired Teachers	Educators Leaving SC Classroom	Vacant teaching positions	ECED / ELEM Vacancies	MLED Vacancies (subject specific)	PETE Vacancies	SPED Vacancies
2017-18	7311	4734	549.5	123.75	67	9.5	96
2018-19	7600	5401	621	99	75.25	27	105
2019-20	6700	4980	555.5	76.5	70	16	107

[Supply and Demand Report 2017-2018](https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) (CERRA, 2018) (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf)

[Supply and Demand Report 2018-2019](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

[Supply and Demand Report 2019-2020](https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf)

Transfer and Articulation

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

The flexibility of the BS in Education Studies will allow for increased access to four-year programs related to education for students from a variety of technical schools, community colleges, and other four-year institutions. This flexibility is realized through the program not specifying specific coursework (beyond university guidelines for categories of courses) in the general education requirements. Further, the program has a number of general electives that can be used to target coursework related to post-graduation plans or facilitate degree completion using coursework from a prior unrelated program of study. The university has a posted list of transfer courses from SC Technical Schools that provides guidance and course equivalencies (<https://www.winthrop.edu/recandreg/transfer-articulation.aspx>). Although not part of a formalized MOU, Winthrop has a number of one- and two-year identified pathways for transfer into specific degree programs established with York Technical College that can serve as models for the expansion of such opportunities with other technical schools in the state. The pathway documents serve as advising supports for professionals at all state technical schools.

Employment Opportunities

Occupation	State Expected Number of Jobs	State Employment Projection	National Expected Number of Jobs	National Employment Projection	Data Type and Source
Teaching (certified) (K-6 Elementary, Special Education, Middle Level)	36,580 (jobs in 2018)	8.5% increase from 2017-18	2,611,000	3.4% increase by 2028	U.S. Bureau of Labor Statistics
Education, Training, Library (non-certified)	19,482	11.1% by 2026	1,066,000	5.3% increase by 2028	SC Works ; U.S. Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Multiple sources highlight the projected need for teachers. [U.S. Bureau of Labor Statistics](https://www.bls.gov) (2019) illustrate a nationwide shortage with even more dire conditions in South Carolina (8.5% one-year increase) (<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>). The Center for Educator

Recruitment, Retention, and Advancement (CERRA) annual [Supply and Demand Report](#) (CERRA, 2019) highlights the continued increase in teacher attrition (73%) since 2011 (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

The [Business Intelligence Department of the S. C. Department of Employment and Workforce](#) (2018) indicates a continued increase in Education/Training/Library occupations with a projected increase of 11.1% by 2026 (https://lmi.dew.sc.gov/lmi%20site/documents/South_Carolina_2018_Economic_Analysis_Report.pdf). Similar projections are available through the [U.S. Bureau of Labor Statistics](#) (2019) highlighting an increase in education, training, and library occupations of 5.3% by 2028 (<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>). Although a primary focus of the degree is to address the teacher shortage, individuals could use a B.S. in Educational Studies as a pathway to employment in the additional areas. Example other areas include employment as instructional staff in libraries, museums, child development centers (that do not require teacher certification, and community education organizations. The degree could also be a pathway to graduate programs in social work, counseling, school psychology, or organizational leadership.

Description of the Program

Explain how the enrollment projections were calculated.

Projected Enrollment (Incoming Students)

Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	10	4	
2021-2022	12	4	
2022-2023	20	6	
2023-2024	23	8	
2024-2025	25	8	

Enrollments were calculated using historical data of students who are unsure of what to study in education, students who transfer from community or technical colleges, or need to change major while in a specific certification program. A predicted enrollment increase of both new students and transfers (both internal and external) occurs each year as program information disseminates through the region and state.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

- Yes No

Curriculum*

General Education	29-49
Core	10
Principles of the Learning Academy (ACAD 101)	1
Composition: Introduction to Academic Discourse (WRIT 101)	3
The Human Experience: Who Am I? (HMXP 102)	3
Critical Reading, Thinking, and Writing (CRTW 201)	3
Categories	22-39
Oral Communication	3

Technology	3
Intensive Writing	3
Constitution	0 – 3
Physical Activity (Some programs may have 1 credit in concentration)	0 – 1
Global Perspectives (Some programs may have 3 credits in concentration)	0 – 3
Historical Perspectives	3
Social Science (EDCO 200 counts as 3 credits in this category)	0 – 3
Humanities and Arts (Some programs may have 3 credits in concentration)	3 – 6
Quantitative Skills (For students in program with MATH 291, MATH 150 is a prerequisite)	0 – 3
Natural Science with a lab	4
Additional Quantitative Skills or Natural Science (Some programs may have 3 credits in concentration)	0 – 4

Major	35 – 39
--------------------	----------------

<i>Education Core</i>	17 - 20
Observation and Analysis of Culturally Responsive Teaching (EDCO 101)	1
Developmental Sciences and the Context of Poverty (EDCO 200)	3
Supporting the English as a Second Language Student in the General Education Classroom (EDCO 201)	2
Supporting Exceptional and Gifted Learners in the General Education Classroom (EDCO 202 or SPED 292)	2 – 3
Foundations of Literacy for Early Childhood/Elementary Students (READ 330) or Middle/Secondary (READ 331)	3
Adult and Pediatric First Aid/CPR certified (PESH 201)	0 – 1
Choose from the following	6 – 7
<i>Candidates should discuss choices with an advisor and cannot count hours in <u>both</u> the Core and Primary Concentration.</i>	
<i>Additional courses not listed below may be petitioned to the Chair of the Education Core Department to count as an elective.</i>	
BIOL 213; EDCI 594; EDCI 595; EDUC 175; EDUC 395; EXSC 382; FREN 101; HDFS 101; HDFS 350; HDFS 450; HLTH 303; HLTH 403; HLTH 434; MLED 300; PESH 203; PESH 242; PESH 261; PETE 501; PETE 512; PETE 566; PSYC 206; PSYC 320; PSYC 411; READ 290 (if not required in concentration); READ 345; READ 346; READ 415; READ 416; SPAN 101; SPED 281; SPED 390	

<i>Concentration</i>	18-19
----------------------------	-------

Early Childhood Education

Foundations of Early Childhood Education (ECED 300)	3
Home-School-Community Partnerships with Diverse Families (ECED 310)	3
Creative Activities for Young Children (ECED 395)	3
Basic Number Concepts for Teachers (MATH 291)	3
Children’s Literature (READ 290)	3
Electives in area based upon student degree plan	3

Elementary Education

Home-School-Community Partnerships with Diverse Families (ECED 310)	3
Laboratory Experiences in the Elementary Classroom (ELEM 293)	2
Basic Number Concepts for Teachers (MATH 291)/Algebraic Reasoning for Teachers (MATH 292)	6
Children’s Literature (READ 290)	3
Electives in area based upon student degree plan	4

Middle Level Education – English Language Arts*

Developmental Aspects of the Middle Level Learner (MLED 310)	3
Adolescent Literature (ENGE 519)	3
World Literature	3
American Literature	3
Introduction to Composition Theory and Pedagogy (WRIT 350)	3
ENGL or WRIT Elective	3

**Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to shorten time at graduate level: ENGL 507, ENGL 530, MLED 300, and READ 346.*

Middle Level Education – Mathematics*

Developmental Aspects of the Middle Level Learner (MLED 310)	3
Introductory Discrete Mathematics (MATH 150)	3
Basic Number Concepts for Teachers (MATH 291)	3
Algebra & Trig for Calculus/Calculus I (MATH 101/201) or Applied College Algebra/Calculus (MATH 151/105)	6-7
Applied Statistics (suggested MATH 141)	3
<i>*Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to shorten time at graduate level: Trigonometry (included in MATH 104 and MATH 101), MATH 292, MATH 393, MATH 370, MLED 300, and READ 346.</i>	

Middle Level Education – Science*

Developmental Aspects of the Middle Level Learner (MLED 310)	3
Lab Science in 3 areas	12
BIOL, CHEM, GEOL/Earth Science, or PHYS	3
<i>*Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to shorten time at graduate level: 6 to 8 additional science credits in two different categories, MLED 300, and READ 346.</i>	

Middle Level Education – Social Studies*

Developmental Aspects of the Middle Level Learner (MLED 310)	3
World History	3
US History to 1877 (HIST 211) or US History since 1877 (HIST 212)	3
ECON (suggested ECON 103)	3
American Government (suggested PLSC 201)	3
GEOG	3
<i>*Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to shorten time at graduate level: SC history course; additional world history or world civilization to cover ancient to present; additional US history to cover colonization through present; additional course in geography to cover second region; ANTH/SOCL/PSYC course; MLED 300; and READ 346.</i>	

Physical Education Teacher Education*

DANA course	1
Introduction to Teaching P-12 Physical Education (PETE 101)	3
Adventure Facilitation and Leadership (PETE 223)	2
Teaching Invasion & Fielding Games (PETE 234)	3
Teaching Net/Wall & Target Games (PETE 248)	3
Physical Education Curriculum (PETE 300)	3
3 PESH activity courses to include: Fitness & Conditioning; Aquatic; and Outdoor	3
<i>* Students pursuing PETE with the intent of the MAT Accelerated program should take all courses in the concentrations and PETE 502 / 512 / 566 / 591 and PESH 242. Additional courses can be counted in the Core or as General Electives.</i>	

Special Education

Basic Number Concepts for Teachers (MATH 291)	3
Foundations of Literacy for Early Childhood/Elementary Students (READ 330) or Middle/Secondary (READ 331)	3
Introduction to Special and Gifted Education (SPED 281)	3
Intellectual Disabilities and Characteristics and Needs (SPED 382)	3
Characteristics of Children with Learning Disabilities (SPED 561)	3
Children with Behavioral and Emotional Problems (SPED 583)	3

Minor or second concentration	15 – 18
--	----------------

General Electives	15 – 38
--------------------------------	----------------

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Elementary/Early Childhood Educational Studies	120	North Greenville University	Both provide a foundation for an MAT programs to pursue state teaching certification; both include general education, core, and elective requirements	NGU's programs are online; focus on developing a Christian worldview; limited to early childhood and elementary concentrations
General Studies-Educational Studies	120	Francis Marion University	Both offer flexibility in course requirements but with specific education courses required	FMU's program is limited to 12 hours of required education coursework; focuses on students who are unable to complete a traditional program in an academic discipline; does not prepare students for a graduate-level teacher certification program (MAT)
Educational Studies – Child and Family Development	128	Benedict College	Both are non-teacher certification degree programs and include child development/psychology and diversity coursework	BC's program focuses on psychological and sociological content and is more aligned with a Human Development and Family Studies program; does not prepare for a graduate-level teacher certification program (MAT)

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience
Assistant Full time	EDCO 200	Masters 1995 USC-Educational Administration; PhD 2016 USC-Educational Administration	K-8 Elementary certificate
Assistant Full time	EDCO 101, EDCO 200	MEd 1999, George Mason University-Curriculum & Instruction; PhD 2004 University of Virginia-Elementary Education	
Assistant Full time	EDCO 202, EDCO 220, SPED 281, SPED 292	PhD 2016, University of North Carolina Charlotte-Special Education; 2010 Graduate Certificate, UNCC-Special Education- General Curriculum; 2006 MS College of St. Rose-School Psychology	P-12 SC certificate School Psychologist; Fundamentals of College Teaching UNCC; Heling Early Literacy w/ Practice Strategies (HELP)

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience
Assistant Full time	EDCO 202, SPED 281, SPED 292, SPED 583	MEd 2010, Seoul National University of Education-Elementary & Special Education; 2014, University of Texas-Special Education	National Teachers Certificate, Elementary Education, Seoul Korea
Assistant Full time	READ 290	MS 2011, University of New England-Curriculum and Instruction; 2016 EdD, Virginia Tech-Elementary Education	
Assistant Full time	ECED 300, ECED 310	MEd 2010, Clemson University-Literacy Education; EdD 2018, Clemson University-Literacy, Language, and Culture	2015 Clemson University Online Course Developer; SC Read-to-Succeed Literacy Coach Endorsement; SC Read-to-Succeed Literacy Teacher Endorsement
Assistant Full time	ECED 300, ECED 310	MEd 1999, Winthrop University-Reading; EdD 2013, University of North Carolina-Curriculum and Instruction	National Board Certification, Elementary Education; SC Teaching Certificates (3 areas), PK-3 Early Childhood Education; 2-6 Elementary Education; K-12 Reading; NC Teaching Certificates (2 areas) K-6 Elementary Education, K-12 Reading
Assistant Full time	ECED 395, ECED 310	MEd 1998, Winthrop University-Reading; PhD 2007, University of South Carolina-Early Childhood Education	SC Certificate, Early Childhood Education
Assistant Full time	READ 290, ELEM 293	MEd 2004, Vanderbilt University-Elementary Education; PhD 2014, Ohio State University-Education: Teaching and Learning	NC Teaching Certificate, K-6 Elementary Education; TN Professional License, K-8 Elementary Education
Assistant Full time	READ 331, MLED 310	MEd 2002, Winthrop University-Middle Level Education; EdD 2010, Gardner Webb University-Curriculum and Instruction	
Assistant Full time	MLED 310	MEd 1996, University of South Carolina-Educational Administration; PhD 2019, University of South Carolina-Curriculum and Instruction	SC Education License areas: Elementary, Elementary Principal, Elementary Supervisor, Secondary Principal, Middle School Mathematics
Assistant Full time	SPED 382, EDCO 202	MEd 2005, Western Carolina University-Special Education; Certificate 2013, Western Carolina University-School Administration; PhD 2018, University of North Carolina at Charlotte-Special Education	NC certificates: 2013 K-12 Principal, 2005 Master's Severe and Profound Intellectual Disabilities, 2002 Intellectual and Learning Disabilities; 2006 National Board Certification, Special Education
Assistant Full time	PETE 101, PETE 300	MEd 2014, Western Carolina University-Health and Physical Education; PhD 2017, West Virginia University-Kinesiology/ Physical Education Teacher Education	2005 American Red Cross First Aid/CPR; 2013 Certificate, North Carolina Health and Physical Education

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience
Associate Full time	EDCO 101, EDCO 200, MLED 310	MEd 1987, University of North Carolina at Charlotte-Secondary Education; PhD 1998, University of Virginia-Curriculum & Instruction	
Associate Full time	EDCO 201, MLED 310	MA 1995 Ohio State University,- Mathematics Education; MA 1995 Ohio State University-French; PhD 2002, Ohio State University- Math Education	Gr6-12 Math cert, C&I Specialist, K-12 French K-12 EDL Graduate certification only program in TESOL
Associate full time	ECED 300, ECED 310	MS 2001, Purdue University-Child Development and Family Studies; PhD 2006-University of North Carolina at Greensboro	Certificate, NC-Birth-Kindergarten; 2011 NetSCOPE, Winthrop University Co-Teaching Train the Trainer; 2007, ADEPT trained
Associate Full time	ELEM 293	MEd 1978, Florida Atlantic University-Physical Education; EdS 1993, University of Miami-Teaching and Learning; 2005 PhD, Curtin University of Technology-Science Education	Pearson Education Course Redesign Workshop, 2012; Engaging Effectively with Teachers from Around the World, Winthrop University, 2012; NetSCOPE Co-Teaching Train the Trainer, Winthrop University, 2011; The Center for Cognitive Coaching Certified Cognitive Coach, Rock Hill, SC. 2011; New Teacher Center Analysis of Student Work, Rock Hill, SC. 2011; New Teacher Center Coaching and Observation Strategies, Rock Hill, SC., 2010; State of South Carolina Certified Mentor Trainer, August 2010; State of South Carolina Mentoring Train the Trainer, Columbia, SC., 2010; State of South Carolina Foundations in Mentoring, Rock Hill, SC., 2010
Associate Full time	PETE 101, PETE 300	MS 2008, University of North Carolina at Greensboro-Community and Youth Development; PhD 2011, University of North Carolina at Greensboro-Pedagogical Kinesiology	2003 Pennsylvania K-12, Health and Physical Education; 2003 American Red Cross First Aid/CPR; 2015 National Archery in Schools Program
Instructor Full time	EDCO 101, EDCO 201	MEd 2004, Pennsylvania State University- Curriculum & Instruction	SC English as a Second Language
Instructor Full time	MATH 291, MATH 292	MEd 1994, Converse College-Secundary Mathematics	National Board Certification in Adolescent and Young Adulthood Mathematics; AP Calculus certified, Advanced Placement
Instructor Full time	MATH 291, MATH 292	MS 2007, North Carolina State University-Applied Mathematics	
Instructor Full time	PETE 223	MS 2009, Winthrop University-Physical Education	2016 American Red Cross First Aid/CPR; 2018 National Outdoor Leadership School, Wilderness First Responder

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience
Instructor Part time	PETE 234, PETE 248	MEd 2001, Cambridge College	
Professor Full time	READ 330, READ 331	MS 1999, Florida State University-Special Education; EdD 2007, Florida Atlantic University-Exceptional Student Education	FL K-12 Exceptional Student Education; ESOL Endorsement; Certification for a Local Education Agency (LEA)
Professor Full time	SPED 281, SPED 561, SPED 583	MEd 1999, University of Florida-Special Education; PhD 2001, University of Florida-Special Education	2018 Online Course Design, Wiley Education Services; 2018 Online Facilitator, Wiley Education Services; 2011 Gifted Education, Winthrop University; 2008 English Language Learners, Winthrop University, 2006-2007 Human Experience communications course training; 1999-2002 Florida Teaching Certificate (Varying Exceptionalities); 1999 Learning Strategies Training; 1999 SRA Training; 1994-1999 Virginia Teaching Certificate (3 endorsements: ED, ID, LD)

Total FTE needed to support the proposed program:

Faculty: The Core sequence of the program is supported by a dedicated department of ten full-time faculty. Many of the faculty teach multiple courses in the Education Core and can support the additional enrollments the program will bring. Concentrations are supported by existing program faculty in those areas.

Staff: An administrative specialist is available to support existing faculty and new students to the program. The college also has the Office of Field and Clinical Experiences which supports embedded field components in courses such as EDCO 200. Finally, the office of Student Academic Services has staff that assist with a variety of advising services and can support students who may apply for admission to the Teacher Education program although this is not a requirement of degree completion.

Administration: The Core content is supported by a dedicated department chair. Each concentration is associated with a certification program which is supported by a program director and department chair.

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

No additional needs are anticipated beyond assigning a program-specific faculty advisor (existing faculty member will be assigned). As enrollments increase, the respective program director will be assigned as the advisor.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

No additional resources are needed. The proposed program is supported by current library resources associated with education including multiple databases and journal subscriptions. The department has a dedicated library representative who regularly assesses library needs associated with educational programming and recommends new acquisitions for the library.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No additional resources are needed. The College of Education has a dedicated Student Academic Services unit to support student needs related to academic requirements, registration/scheduling, and degree planning. As noted above, an existing faculty member will be assigned as the faculty advisor for all B.S. in Educational Studies students.

All Winthrop University students can utilize the resources of the Writing Center, the Math Tutorial Center, the Academic Success Center, and the Health and Counseling Center.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No additional resources are needed. The classroom space is available to accommodate the new program.

Equipment

Identify new instructional equipment needed for the proposed program.

No additional or specialized equipment is needed for this program. The college has an existing Instructional Technology Center and technology-enhanced classrooms.

Impact on Existing Programs

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

Yes – Students who might have been considering majors such as Psychology or Human Development and Family Studies may instead decide pursue the B.S. in Educational Studies. This could impact their enrollments, but it would eventually lead to an increased number of teachers produced by Winthrop. Course enrollments in Education core and concentration courses should see increases but there is capacity to accommodate the new students.

No

Financial Support

Sources of Financing for the Program by Year

Category	1 st	2 nd	3 rd	4 th	5 th	Grand Total
Tuition Funding	107,142	229,590	428,568	665,811	811,218	2,242,329
Program-Specific Fees	3,850	4,400	7,150	8,525	9,075	3,3000
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	110,992	233,990	435,718	674,336	820,293	2,275,329

Estimated Costs Associated with Implementing the Program by Year

Category	1 st	2 nd	3 rd	4 th	5 th	Grand Total
Program Administration and Faculty/Staff Salaries	2,550	2,550	2,550	2,550	2,550	12,750
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)	3,850	4,400	7,150	8,525	9,075	33,000
Institutional Overhead	42,857	91,836	171,427	266,324	324,487	896,931
Total	49,257	98,786	181,127	277,399	336,112	942,681
Net Total (Sources of Financing Minus Estimated Costs)	61,735	135,204	254,591	396,937	484,181	1,332,647

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Tuition funding is calculated using \$7,653 in-state tuition per semester for 14 students in year 1, 30 students in year 2 (16 new students and 14 existing students from year 1 entry); 56 students in year 3 (26 new students and 30 existing students from year 1 and 2 entry ; 87 students in year 4 (31 new students and 56 existing students from year 1-3 entry); and 106 students in year 5 (33 new students and 73 existing students from years 2-4 entry). This calculation assumes program completion in four years and does not take into account possible program attrition.

Program-specific fees include course fees that are collected in EDCO 101 (\$155), EDCO 200 (\$75), and PESH 201 (\$45), totaling \$275. Students in the program pay these fees one time, when enrolled in these specific courses; therefore, the program fee totals in the table above are calculated using the number of new students enrolled in the program each year (14 in year 1, 16 in year 2, 26 in year 3, 31 in year 4, and 33 in year 5).

In the estimated costs, program-specific fees (course fees at \$275 per student) are charged to cover costs associated with background checks required for school-based placements; access to Via by Watermark, the learning assessment platform that is used in educator preparation programs at Winthrop and will be used in this program; cost associated with the support of host teachers for field-based experiences, and the cost of FirstAid/CRP training. These expenditures are included under the category of Other.

No new full-time faculty will be needed to support the program. Existing faculty will be able to provide the instruction needed for the Educational Studies majors and the existing College of Education administrators (dean, associate deans, and three department chairs) will be able to provide the needed support. One faculty member will be identified as the program director and provided a course reassignment for those duties. With that new need, an adjunct faculty member will be employed each year to teach the course in lieu of the program director (\$2,550 estimated annually).

The Institutional Overhead cost is calculated at 40% of the tuition revenue and represents the amount allocated to the general operation of the University – utilities, maintenance, administration, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
The B.S. in Educational Studies will provide a pathway to careers in education.	<ol style="list-style-type: none"> 1. Students will identify culturally responsive educational practices. 2. Students will demonstrate the ability to apply culturally responsive educational practices in planning and co-instruction. 3. Students will behave as professionals through demonstration of the dispositions of <i>Commitment, Integrity, Communication, and Fairness</i>. 	EDCO 101: Culturally Relevant Pedagogy Reflection EDCO 200: Learner Support Project EDCO 201/202: Diverse Learner Case Studies EDCO 200, 201, and 202: Early Clinical Rubric EDCO 101, 200, and 201: Self- and Faculty-Dispositional Evaluations
The B.S. in Educational Studies will provide interdisciplinary opportunities to consider education and related specialties.	<ol style="list-style-type: none"> 1. Students will create career goals that guide selection of elective coursework and appropriate concentrations. 2. Students will engage in coursework beyond the program requirements and reflect on the role these experiences can have in their personal and professional development. 	Degree Plans in Degree Works Observational Reflections by faculty Advisor Dispositional Reflections in EDCO 101, 200, and 201
The B.S. in Education Studies will provide the content preparation necessary to serve as a certified teacher in the primary concentration area.	<ol style="list-style-type: none"> 1. Students will apply appropriate content knowledge to P-12 classroom experiences. 2. Student will analyze personal learning and needs to determine appropriate elective experiences to prepare for certification exams. 	Praxis Subject Assessment pass rates (may occur after graduation) EDCO 200: Learner Support Project EDCO 201/202: Diverse Learner Case Studies EDCO 200, 201, and 202: Early Clinical Rubric Concentration specific key assessments involving planning and instruction Exit Survey Results

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Programs annually examine key assessment data as part of the Continuous Improvement processes established by the university. Through this process the program reports on the both program goals and student learning outcomes through direct and indirect measures (see list above) and relates results to program specific targets for performance. The program will also participate in an internal self-study approximately every seven years that is designed to

include external validation of program practices and student results. To track employment candidates will complete an Exit Survey that asks for immediate career or graduate school plans and collects more permanent contact information to allow for follow-up contact.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

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

Note: The B.S. in Educational Studies will not lead to teacher certification; however, we expect most of these majors to enter the MAT program to acquire certification.

Yes

No

Explain how the program will prepare students for this licensure or certification. Not applicable

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline. Not applicable

Yes

No