

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program: Bachelor of Arts in Social Studies, Grades 9-12

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 2024

CIP Code: 13.1318

Delivery Site(s): 51001

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) |

REACH Act Compliance: As part of their graduation requirements, all students must complete either *HIST* or *POLI 201*, which are both REACH Act compliant. Sample syllabi are available upon request.

Program Contact Information:

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

Internal Institutional Unit	Approval Date	Internal Institutional Unit	Approval Date
Board of Trustees:	5/5/2022	Faculty Senate:	12/7/2022
Department of History:	9/27/2022	Provost:	12/16/2022
College Curriculum Comm.:	10/4/2022	President:	12/19/2022
Academic Affairs:	11/9/2022		

Background Information

The purpose of the BA in Social Studies, Grades 9-12 (SSE) is to attract students who want to earn a four-year degree that provides them with the content background and credentials necessary to become history and social studies educators at the secondary level. The degree program requires students to complete core courses, foundational social studies courses, and upper-level courses in both history and education. The SSE program is central Coastal Carolina University’s mission, which states the university’s commitment to “serve the educational needs of the immediate area ...”¹ The curriculum is designed to cultivate students who will graduate with both a broad foundation in social studies and a significant depth of training in the historical content and pedagogical skills needed to teach successfully at the secondary level. As such, the proposed program, also supports the mission statement’s goal “to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ...,” resulting in “alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina.”² Additionally, the SSE supports Objective 1.4.5 of the current Coastal Carolina University Strategic Plan, which states, “CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student FTE population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent....”³

Assessment of Need

The BA in History and Social Science Education degree at Coastal Carolina University will contribute significantly to the pool of much-needed highly-qualified teachers in South Carolina school districts, especially those in the Pee Dee and Grand Strand regions. Coastal Carolina already has an established reputation of producing highly qualified history teachers through the five-year (four plus one) history degree and MAT program combined, and this program will expand upon that by providing an excellent four-year history and social studies education degree option, complete with initial licensure credentials, with teachers ready to serve the region and the state.

The State of South Carolina continues to suffer from a growing teacher shortage to such a degree that recent legislation has been introduced as part of the 124th legislative session to amend Section 59-26-20, Code of Laws of South Carolina (currently in the House Committee on Ways and Means) so that “the

¹ Coastal Carolina University Mission statement. <https://www.coastal.edu/aboutccu/mission/> Update approved by the South Carolina Commission on Higher Education on February 5, 2015. Last accessed on 1-13-2023.

² Coastal Carolina University Mission statement. <https://www.coastal.edu/aboutccu/mission/> Update approved by the South Carolina Commission on Higher Education on February 5, 2015. Last accessed on 1-13-2023.

³ Coastal Carolina University Strategic Plan. <https://www.coastal.edu/aboutccu/leadership/strategicplan/thestrategicplan2016-2021/goalsandobjectivestosupportteachstrategy/> Last accessed on 1-13-2023.

Commission on Higher Education, in consultation with the State Department of Education, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State...”⁴ Because of the ongoing need to produce qualified teachers, the state first adopted this legislation in 1976, granting partial loan forgiveness to those who become educators in South Carolina. The goal of the proposed expansion to the current legislation is to entice more students to earn education degrees by offering greater financial help to students who “attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State.”⁵ This is reflective of the national trend as states grapple with how to address the teacher shortages that are increasing nationwide and especially in South Carolina. Consequently, the BSSE is an important opportunity to help attract more students into a profession with growing demand at the local, state, and national levels.

In response to the CAAL’s request to demonstrate the viability and necessity of the program in light of the pandemic’s impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table demonstrates the financial viability of the program. Additionally, graduates of this degree program are prepared to contribute to the teaching in secondary schools. Teacher shortages have been exacerbated by the pandemic, and there is greater need than ever to produce the kind of high-quality teachers that will be prepared to take on both the technological and learning challenges that have been presented by the pandemic.

Transfer and Articulation

Students who complete an Associate of Science degree at a South Carolina community or technical college will be tracked to complete the BA in Social Studies, Grades 9-12 program in four years, based on current state-level transfer articulations with the South Carolina Technical College System.

⁴ Proposal to amend Section 59-26-20, Code of Laws of South Carolina, 1976. https://www.scstatehouse.gov/sess124_2021-2022/bills/4892.htm. Last accessed on 1-13-2023.

⁵ Proposal to amend Section 59-26-20, Code of Laws of South Carolina, 1976. https://www.scstatehouse.gov/sess124_2021-2022/bills/4892.htm. Last accessed on 1-13-2023.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Middle School Teachers	707	11% (Annually)	606,500	4% (2021-2031)	SC Works Online ⁶ ; US Bureau of Labor Statistics ⁷
High School Teachers	92 (7 in local region) ⁸	3.6% (2018-2028) ⁹	1,058,300	5% (2021-2031)	SC Works Online ⁶ ; US Bureau of Labor Statistics ⁷

There are several significant indications that there is and will remain high demand for the SSE program at Coastal Carolina University. The first is the high number of students who have historically matriculated into the MAT program upon completion of their degree in History, as students with a BA in History from Coastal Carolina have been the largest number of students populating the MAT program since its creation. According to the South Carolina Commission on Higher Education (SCCHE), in the past four years, the number of all students who earned Master’s degrees in education in the state has dropped by a total of 3%, making the opportunity for students to complete their initial licensure in only four years an even more pressing need.¹⁰

While the National Center for Educational Statistics (NCES), projects that the number of all teachers will increase nationally between 2021 and 2029 by almost 7%, it also projects that between 2015 and 2030 South Carolina will have an almost 15% increase in high school graduates, meaning that our state demand for high school teachers will also only continue to increase throughout the rest of the decade.¹¹ Therefore, it is critical that we create more a viable path for incoming students to earn a SSE degree to help alleviate the growing teacher shortage and produce highly qualified teachers in only four years.

Supporting Evidence of Anticipated Employment Opportunities

The South Carolina Department of Education (SCDE), has identified the percentage of full-time teaching positions in the 2020-21 academic year that are vacant or filled by individuals who are not fully certified

⁶ <https://jobs.scworks.org/vosnet/jobbanks/>

⁷ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, High School Teachers, at <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>. Last accessed on 1-13-2023.

⁸ <https://jobs.scworks.org>; Last accessed 1/17/2023.

⁹ For all Secondary Ed teachers, except special & career/technical education; <https://www.edeps.org/SelectOccUA.aspx?st=SC>

¹⁰ South Carolina Commission on Higher Education. Statistical Abstract 2017.

<https://dc.statelibrary.sc.gov/handle/10827/26928>. Last accessed on 10-20-22; South Carolina Commission on Higher Education. Statistical Abstract 2021.

https://che.sc.gov/sites/che/files/Documents/News/Data%20Center/2021_Statistical_Abstract-Final-Web.pdf. Last accessed on 1-13-2023.

¹¹ National Center for Educational Statistics. Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall 1955 through fall 2029; National Center for Educational Statistics. Table 219.20. Public high school graduates, by region, state, and jurisdiction: Selected years, 1980-81 through 2029-30. https://nces.ed.gov/programs/digest/d20/tables/dt20_219.20.asp Last accessed on 1-13-2023.

in their subject area, identifying them as “Critical Subject Need Areas.” According to the SCDE, 31.35% of secondary social studies positions are either vacant or filled by individuals who are not fully certified to be in these positions, putting secondary social studies among the top 50% of most needed positions among all Critical Subject Need Areas.¹² Also, according to South Carolina Student Loan, Secondary Social Studies is among the critical subject areas in which secondary teachers will continue to be needed for the 2022-23 academic year and, therefore, qualify for forgiveness under the current (and potentially soon-to-be expanded) South Carolina Teachers Loan program.¹³ For the 2021-22 academic year, CERRA reported social studies teachers as ranking among the 7 highest vacant teaching positions in SC public school districts.¹⁴

According to the US Bureau of Labor Statistics, the projected number for job growth in education is 8% nationally between now and 2030, a number that is much higher at the state and local level for SC because the projected growth in population of school-age students far out paces that of most states in the nation.¹⁵ The SCDE has identified which high schools throughout the state constitute “Critical Need Areas” for teachers, and more than 50% of all public high schools (including charter) in the state qualify as Critical Need Areas. The Center for Educator Recruitment, Retention, & Advancement’s (CERRA) 2021-22 Annual Educator Supply and Demand Report show a record number of educator vacancies this year with districts reporting a 39% increase in the number of vacant positions.¹⁶ In November 2021, CERRA reported, “6,900 South Carolina teachers from the 2020-21 school year did not return to a position.... Between October 2021 and February 2022, 977 teachers throughout the state left their classrooms....”¹⁷ The Grand Strand and Pee Dee school districts in particular are facing significant teacher shortages with a projected 200-250 vacancies for the coming year.¹⁸ As of January 2023 in Florence, Williamsburg, Marion, Horry, and Georgetown counties alone, there are currently a total of 7 vacancies in history/social studies.¹⁹ Statewide, 86 vacancies are advertised.²⁰

In summation, there is a significant need for more secondary social studies teachers locally and statewide, a need that the SSE program could help the Grand Strand and state meet. Also, because the need is statewide and the potential for expanded student loan forgiveness is likely, this program could be instrumental in getting more qualified social studies teachers into classrooms throughout the state and the local region, as social studies will remain a high-ranking Critical Need Subject Area.

¹² The South Carolina Department of Education Critical Need Subject Areas, 2021-22. <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/2021-22-subject/>. Last accessed on 1-13-2023.

¹³ South Carolina Teachers Loan Program. <https://www.scstudentloan.org/current-borrowers/teacher-forgiveness/critical-subject-areas>. Last accessed on 1-13-2023.

¹⁴ The Center for Educator Recruitment, Retention, & Advancement (CERRA). CERRA 2021-22 Annual Educator Supply and Demand Report. https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf. Last accessed on 1-13-2023.

¹⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, High School Teachers, at <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>. Last accessed on 1-13-2023.

¹⁶ The Center for Educator Recruitment, Retention, & Advancement (CERRA). CERRA 2021-22 Annual Educator Supply and Demand Report. <https://www.cerra.org/supply-and-demand.html>. Last accessed on 1-13-2023.

¹⁷ The Statehouse Report, “S.C. Schools facing Record Education Staff Shortages.” March 11, 2022. <https://www.statehousereport.com/2022/03/11/big-story-s-c-schools-facing-record-education-staff-shortages/>. Last accessed on 1-13-2023.

¹⁸ WPDE News, <https://wpde.com/news/local/grand-strand-pee-dee-school-districts-teacher-shortages-horry-marlboro-florence-marion-south-carolina-march-2-2022>. Last accessed on 1-13-2023.

¹⁹ South Carolina’s Information Highway. <https://www.sciway.net/>. Last accessed on 1-13-2023.

²⁰ <https://jobs.scworks.org>; Last accessed 1/17/2023.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
	Total	Total	Total
2023-2024	5	9	0
2024-2025	13	16	0
2025-2026	19	22	0
2026-2027	24	26	0
2027-2028	26	26	0

The table is based on enrollment of 5 new students each fall and 5 new students each spring. Years one through four total headcounts based on 90% returning fall to spring and 90% returning spring to fall. Year five headcount additionally based on 40% graduation rate of returning students.

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

- Yes
 No

Students may be admitted to the university and begin their studies based solely on the institutional general admission requirements. However, candidates entering the undergraduate teacher preparation program must meet the following requirements, per state and EPP guidelines: minimum GPA of 2.75; 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102 or ENGL 211, EDUC 111, EDUC 204, and EDUC 215; passing scores on all three areas of Praxis Core Academic Skills for Educators Test: Reading (156), Writing (158), and Math (142) or exemption based on SAT (1100) or ACT (22) scores; a signed criminal offense disclosure statement; South Carolina Law Enforcement Division (SLED) background check; professional reference for teacher candidate form; and approval of education faculty.

Curriculum

REACH Act Compliance: As part of their graduation requirements, all students in this program must complete *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, which is REACH Act compliant. Sample syllabi are available upon request. This course is highlighted in the curriculum plans presented below and a compliance statement is also highlighted at the end of the curriculum plans.

New Courses

This program requires no new courses.

Bachelor of Arts in Social Studies, Grades 9-12:

Social Studies, Grades 9-12 major (120 credits)	
I. CORE CURRICULUM	36-40

II. GRADUATION REQUIREMENTS (3-6 credits)	3-6
UNIV 110Q The First-Year Experience	0-3
HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction [†]	3
III. SOCIAL STUDIES CORE REQUIREMENTS (19 credits)	6-19
*HIST 255 Great Debates	3
*ANTH 101 Primates, People and Prehistory	3
*ANTH 101L Primates, People and Prehistory Laboratory	1
*ECON 110 Personal Finance	3
*GEOG 121 World Regional Geography	3
*Choose one of the following: ARTH 105 History of Western Art I or ARTH 106 History of Western Art II or ARTH 107 World Art	3
POLI 201 Introduction to American Government [†]	3
IV. Education Certification Requirements (45 credits)	45
EDUC 111 Exploring Teaching as a Profession	3
EDSP 200Q Foundations of Special Education	3
EDUC 204Q* Computer Technology and Instruction Media	3
EDSC 349 Foundations of Teaching Social Studies	3
EDSC 308 Foundations in Literacy	3
EDSC 446 Foundations of Secondary Education	3
EDSC 400 Assessment and Action Research	3
EDSC 410 Secondary Adolescent Development and Management in the Classroom	3
EDSC 415 Teaching in Diverse Classroom Settings	3
EDSC 418 Reading and Writing in the Content Areas	3
EDSC 449 Principles and Methods of Teaching Social Studies	3
EDSC 480 Internship Seminar	3
EDSC 490 Internship	9
V. HISTORY REQUIREMENTS (30 credits)	27-30
*Choose one of the following: HIST 105 Premodern World or HIST 116 History of Science, Medicine, and Technology or HIST 117 History of Sports and Society	3
*HIST 106 Modern World	3
HIST 250 Historical Research and Writing	3
Choose three hours of 300- or 400-level Applied History Courses from the following:	3
<ul style="list-style-type: none"> • HIST 289 Q* Exploring Careers in History - 3 credits • HIST 320 Topics in Cold War History - 3 credits • HIST 321 Topics in Diplomatic History - 3 credits • HIST 333 Modern France: 1715 to the Present - 3 credits • HIST 334 Paris as Text and Context - 3 credits • HIST 338 War and Memory - 3 credits • HIST 342 Twentieth Century Europe - 3 credits • HIST 344 Conflict and Society - 3 credits • HIST 350 Vietnam: The American Experience, 1941-1982 - 3 credits • HIST 357 Exploring Middle Eastern Conflict - 3 credits 	

<ul style="list-style-type: none"> • HIST 375 Exploring Peace in the Middle East - 3 credits • HIST 381 Topics in Slavery - 3 credits • HIST 382 Gender and Global Capitalism - 3 credits • HIST 392 Q Museums and Communities - 3 credits • HIST 395 Q Introduction to Public History - 3 credits • HIST 396 Manuscripts and Archives: An Introduction - 3 credits • HIST 397 Digital History - 3 credits • HIST 452 Death and Human Remains in Public History - 3 credits • HIST 453 Topics in Public History - 3 credits • HIST 454 Seminar in Conflict, Peace, and Social Justice in Latin America - 3 credits • HIST 462 The Causes, Conduct, and Consequences of War - 3 credits • HIST 492 Topics in History - 1 to 3 credits 	
<p>Choose six hours of 300- or 400-level History Communication Methods Courses from the following:</p> <ul style="list-style-type: none"> • HIST 289 Q* Exploring Careers in History - 3 credits • HIST 307 European History (1789-1914) - 3 credits • HIST 308 Interwar Europe - 3 credits • HIST 322 Medieval Art & Architecture - 3 credits • HIST 331 Q* Medieval Islamic World, c. 600-1258 - 3 credits • HIST 332 Q* Age of Alexander and The Roman Republic - 3 credits • HIST 335 History of England: 1485-1714 - 3 credits • HIST 338 War and Memory - 3 credits • HIST 339 The Great War - 3 credits • HIST 340 Topics in East Asian History - 3 credits • HIST 341 Q* History of Modern Korea - 3 credits • HIST 345 Intellectual History of Early Modern Europe - 3 credits • HIST 348 Q* Modern Japan: From the Last Samurai to the Pacific War - 3 credits • HIST 351 The Ottoman Empire, 1281-1923 - 3 credits • HIST 354 The Modern Middle East since 1918 - 3 credits • HIST 356 History of Latin American Foreign Relations - 3 credits • HIST 359 Q History of Latin American Popular Culture - 3 credits • HIST 362 Becoming American - 3 credits • HIST 364 Readings in American History - 3 credits • HIST 368 The Frontier in U.S. History - 3 credits • HIST 370 Revolutionary America - 3 credits • HIST 371 Civil War and Reconstruction - 3 credits • HIST 373 U.S. History 1917-1945 - 3 credits • HIST 374 U.S. History 1945 to the Present - 3 credits • HIST 378 History of the American Dream - 3 credits • HIST 379 World War II America - 3 credits • HIST 380 Cultural Politics in Reagan's America - 3 credits • HIST 386 History of American Women - 3 credits • HIST 392 Q Museums and Communities - 3 credits • HIST 401 Q* Rome: The Imperial City - 3 credits • HIST 402 Q* History of Early Christianity - 3 credits 	6

<ul style="list-style-type: none"> • HIST 403 Q* Gender and Sexuality in the Early Church, c. 30-600 CE - 3 credits • HIST 404 Q* Topics in Late Antiquity - 3 credits • HIST 405 Topics in Late Antique Religious History - 3 credits • HIST 442 Sexuality and Gender in Medieval Europe - 3 credits • HIST 443 Modern Colonialism - 3 credits • HIST 448 Early Modern Science and Medicine - 3 credits • HIST 449 Ancient Egypt - 3 credits • HIST 451 History of Modern Medicine and the Body - 3 credits • HIST 453 Topics in Public History - 3 credits • HIST 456 Genocide in Comparative Perspective - 3 credits • HIST 460 American Military History - 3 credits • HIST 493 Q* Topics in History - 1 to 3 credits 	
<p>Choose six hours of 300- or 400-level Cultural Fluency and Diversity History Courses from the following:</p> <ul style="list-style-type: none"> • HIST 302 The Middle Ages (500-1250) - 3 credits • HIST 307 European History (1789-1914) - 3 credits • HIST 308 Interwar Europe - 3 credits • HIST 314 The History of Modern Russia and the Soviet Union Since 1855 - 3 credits • HIST 326 History of Germany Since 1870 - 3 credits • HIST 328 Renaissance Europe, 1250-1517 - 3 credits • HIST 329 Reformation Europe, 1517-1648 - 3 credits • HIST 331 Q* Medieval Islamic World, c. 600-1258 - 3 credits • HIST 332 Q* Age of Alexander and The Roman Republic - 3 credits • HIST 333 Modern France: 1715 to the Present - 3 credits • HIST 334 Paris as Text and Context - 3 credits • HIST 339 The Great War - 3 credits • HIST 340 Topics in East Asian History - 3 credits • HIST 341 Q* History of Modern Korea - 3 credits • HIST 342 Twentieth Century Europe - 3 credits • HIST 344 Conflict and Society - 3 credits • HIST 345 Intellectual History of Early Modern Europe - 3 credits • HIST 347 Pre-modern Japan: The Rise and Fall of the Samurai - 3 credits • HIST 348 Q* Modern Japan: From the Last Samurai to the Pacific War - 3 credits • HIST 349 Modern China: Reform and Revolution in the Modern Age - 3 credits • HIST 351 The Ottoman Empire, 1281-1923 - 3 credits • HIST 354 The Modern Middle East since 1918 - 3 credits • HIST 357 Exploring Middle Eastern Conflict - 3 credits • HIST 359 Q History of Latin American Popular Culture - 3 credits • HIST 362 Becoming American - 3 credits • HIST 363 Black Atlantic & African Diaspora - 3 credits • HIST 367 Colonial America - 3 credits • HIST 369 Native American History - 3 credits • HIST 372 U.S. History 1876-1917 - 3 credits • HIST 373 U.S. History 1917-1945 - 3 credits • HIST 374 U.S. History 1945 to the Present - 3 credits • HIST 375 Exploring Peace in the Middle East - 3 credits 	6

<ul style="list-style-type: none"> • HIST 378 History of the American Dream - 3 credits • HIST 379 World War II America - 3 credits • HIST 380 Cultural Politics in Reagan’s America - 3 credits • HIST 381 Topics in Slavery - 3 credits • HIST 382 Gender and Global Capitalism - 3 credits • HIST 386 History of American Women - 3 credits • HIST 389 The New South - 3 credits • HIST 393 Crime and Punishment in Early America - 3 credits • HIST 395 Q Introduction to Public History - 3 credits • HIST 401 Q* Rome: The Imperial City - 3 credits • HIST 402 Q* History of Early Christianity - 3 credits • HIST 403 Q* Gender and Sexuality in the Early Church, c. 30-600 CE - 3 credits • HIST 404 Q* Topics in Late Antiquity - 3 credits • HIST 405 Topics in Late Antique Religious History - 3 credits • HIST 443 Modern Colonialism - 3 credits • HIST 444 The Norman Conquests of England, Sicily, and South Italy - 3 credits • HIST 446 Age of Crusades - 3 credits • HIST 449 Ancient Egypt - 3 credits • HIST 450 The City in European History - 3 credits • HIST 451 History of Modern Medicine and the Body - 3 credits • HIST 452 Death and Human Remains in Public History - 3 credits • HIST 454 Seminar in Conflict, Peace, and Social Justice in Latin America - 3 credits • HIST 455 Q* Special Topics in Latin American History - 3 credits • HIST 456 Genocide in Comparative Perspective - 3 credits • HIST 462 The Causes, Conduct, and Consequences of War - 3 credits • HIST 463 Q* Topics in Race and Ethnicity - 3 credits • HIST 494 Topics in History - 1 to 3 credits • HIST 496 The Byzantine Empire (c300-1453) - 3 credits 	
<p>Choose six hours of 300- or 400-level Critical Analysis Intensive History Courses from the following:</p> <ul style="list-style-type: none"> • HIST 490 Readings Seminar in History - 3 credits OR • Any additional 300 or 400 level History course 	6
Electives	0-3

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*These courses also meet Core Curriculum requirements for all students.

Total Credit Hours Required: 120 credits. The complete program catalog description, including the Core Curriculum, is found in Appendix A.

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
UNIV 110E	4	ENGL 102	4		
ENGL 101	4	EDUC 111	3		
Math 133	4	HIST 255	3		
Core Language Course	3	ECON 110	3		
		HIST 201*	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ANTH 101	3	EDSC 308	3		
ANTH 101L	1	GEOG 121	3		
HIST 106	3	300- or 400-level App. History Course	3		
EDUC 204	3	300- or 400-level Historical Comm. Course	3		
Core Curriculum Goal II.C Course	3	300- or 400-level Cult. History Course	3		
HIST 250	3				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	

Year 3					
Fall		Spring		Summer	
EDSC 446	3	EDSC 400	3		
EDSP 200	3	EDSC 410	3		
ARTH 105, 106, or 107	3	EDSC 349	3		
300- or 400- Critical Analysis History Course	6	300- or 400-level Cult. History Course	3		
POLI 201*	1	HIST 105, 116, or 117	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
EDSC 415	3	EDUC 480	3		
EDSC 418	3	EDUC 490	9		
300- or 400-level Historical Comm. Course	3				
EDSC 449	3				
Elective	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

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SOimilar 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
Secondary Social Studies Education, B.A.	126	Anderson University	Both programs integrate history and education content courses throughout the program.	Anderson’s program is housed in the College of Education, whereas CCU’s is in the Department of History. Also, CCU’s program requires more hours in a broader range of social studies courses outside of history and education, e.g. Anthropology
Composite Social Studies Education, B.S.	120	Bob Jones	Both programs expect students to complete a range of lower-level social studies courses.	There is little similarity between these two programs, as CCU’s program requires far more hours in both education courses and history courses.
Social Studies Teacher Education, B.S.	125	Charleston Southern University	Both programs integrate history and education content courses throughout the program.	Charleston Southern’s program is housed in the College of Education, whereas CCU’s is in the Department of History. Also, CCU’s program requires more hours in a broader range of social studies courses outside of history and education, e.g. Anthropology
Secondary Teacher Education, B.S.	122	The Citadel	Both programs integrate history and education curriculum throughout the program.	The Citadel's Secondary Teacher Education program is a B.S. with a concentration in History. CCU’s is a B.A. degree and requires significantly more hours in history courses.
Secondary Teacher Education, B.S.	129	Clemson	This program is quite like CCU’s program, as it integrates history, education, and social sciences courses broadly throughout the program.	Clemson’s program is a Secondary Teacher Education program is a B.S. with a concentration in social studies. CCU’s is a B.A. degree that requires more hours of upper-level history courses. Also, CCU’s program is housed in the Department of History rather than Education.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Secondary Education and History, B.S. and A.B.	122	College of Charleston	This program is quite like CCU's program, as it integrates history, education, and social sciences courses broadly throughout the program.	CofC's Secondary Education program is a B.S. with a concentration in social studies. CCU's is a B.A. degree that requires more hours of upper-level history courses. Also, CCU's program is housed in the Department of History rather than Education.
Social Studies Teacher Education, B.A.	124	Erskine College	The required social studies and history courses are similar for this program and CCU's.	The education component is not intentionally integrated throughout Erskine's program as it in CCU's. Instead, it is tacked on as a minor for Erskine's.
Secondary Education History, B.A.	120	Francis Marion University	The history course requirements are similar.	CCU's degree requires significantly more hours of education courses. Also, CCU's program is housed in the Department of History rather than Education.
History, BS	120	Lander University	The required history courses in both programs are similar.	Lander's program is a history program with a concentration in education and is a B.S. degree. CCU's is a B.A. degree that integrates education courses throughout the program from the beginning.
Social Studies Teacher Education, B.S.	126	Morris College		CCU's is a B.A. degree that requires more hours of upper-level history courses and more courses in social studies. Also, CCU's program is housed in the Department of History rather than Education.
Social Studies Education, B.S.		North Greenville University	Both programs expect students to complete a range of lower-level social studies courses.	There is little similarity between these two programs, as CCU's program is a B.A. and requires far more hours in both education courses and history courses.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Social Studies Education, B.A.	122	South Carolina State University	The programs are similar in expectations for education course requirements.	CCU's degree is in the Department of History. It also integrates education courses throughout the program from the beginning, but it equally incorporates social studies and more upper-level history content.
Secondary Education, Comprehensive Social Studies, B.A.Ed.	120	USC Aiken	Both require foundational courses in history and education, as well as classroom field experience.	CCU's degree is in the Department of History. It also integrates education courses throughout the program from the beginning, but it equally incorporates social studies and more upper-level history content.
Secondary Teacher Education, Social Studies, B.A.Ed.	121	USC Upstate	Both require foundational courses in history and education, as well as classroom field experience, including a similar number of credits of history and education courses.	CCU's is a B.A. degree that requires more hours of social studies courses from a broader range of social studies. Also, CCU's program is housed in the Department of History rather than Education.
Social Studies Education, B.A.	123	Winthrop University	This program is quite like CCU's program, as it integrates history, education, and social sciences courses broadly throughout the program.	Winthrop's program is, CCU's program is housed in the Department of History rather than Education. Also, CCU's program requires more hours in education.

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 (e.g., licensures, certifications, years in industry, etc.)
Professor, Full-time	Foundation and Major courses. All Terms	Ph.D. in History, University of North Carolina, Chapel Hill	Research and teaching experience, scholarly publications, and presentations with thirty years of experience at CCU
Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, Brandeis University	Research and teaching experience, scholarly publications, and presentations with twenty-three years of experience at CCU
Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, University of California, Santa Cruz	Research and teaching experience, scholarly publications, and presentations with twenty years of experience at CCU
Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, Duke University	Research and teaching experience, scholarly publications, and presentations with nineteen years of experience at CCU
Professor, Full time	Foundation and Major courses.	Ph.D. in History, University of Hawaii	Research and teaching experience, scholarly publications, and presentations with fifteen years of experience at CCU
Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in African American Studies, University of California, Berkeley	Research and teaching experience, scholarly publications, and presentations with ten years of experience at CCU
Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, University of Arkansas	Research and teaching experience, scholarly publications, and presentations with fifteen years of experience at CCU
Associate Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, University of Illinois, Urbana-Champaign	Research and teaching experience, scholarly publications, and presentations with thirteen years of experience at CCU
Associate Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, Florida State University	Research and teaching experience, scholarly publications, and presentations with eight years of experience at CCU
Associate Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, University of Maryland	Research and teaching experience, scholarly publications, and presentations with seven years of experience at CCU

Associate Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, University of Maryland	Research and teaching experience, scholarly publications, and presentations with six years of experience at CCU
Assistant Professor, Full time	Foundation and Major courses. All Terms	Ph.D. in History, Middle Tennessee State University	Research and teaching experience, scholarly publications, and presentations with five years of experience at CCU
Assistant Professor, Full time	Foundation and Major courses. All Terms	Ph.D. History, University of Florida	Research and teaching experience, scholarly publications, and presentations with one year of experience at CCU
Professor (Full Time)	Foundations of Secondary Education, Assessment & Action Research	Ph.D. (Curriculum and Instruction, Science Education, Indiana University, Bloomington, IN, College of Education); Ed.M. (Secondary Science Education, University of West Florida); M.S. (Department of Zoology and Wildlife Science, Auburn University)	Research and teaching experience, scholarly publications, and presentations
Professor (Full Time)	Principles and Methods of Teaching Social Studies, Teaching in Diverse Classroom Settings	Ph.D. (Curriculum & Instruction from Indiana University, Bloomington with a specialization in Social Studies Education); M.A. (Secondary Education from University of North Florida with a specialization in Curriculum and Instruction)	Former Florida social studies teacher, FL teacher certification
Associate Professor (Full Time)	Literacy, English Methods, and Diversity.	Ph.D. (Teacher Education and Development (with an additional certification in supervision), The University of North Carolina Greensboro)	Reading, with the certification of Reading Specialist "G" K-12 licensure. The University of North Carolina Greensboro (1997 – 1999). English with certificate in Education grades 9 - 12, The University of North Carolina Greensboro Received an "A" licensure in teaching English at the secondary level (1994 –1996) SC License in English, Reading. NC license in the same areas. 23 years in education.

Total FTE needed to support the proposed program: 1.27

Faculty: 1.00

Staff: 0.13

Administration: 0.14

Faculty, Staff, and Administrative Personnel

Both the Department of History and the Spadoni College of Social Sciences and Education have sufficient faculty to initiate the program. The program will rely on the current department chair in the Department of History and the appropriate faculty and staff in the Spadoni College for leadership and administrative staff. In the future, more faculty may be necessary and will be determined by university allocation of resources.

Resources

Library and Learning Resources

Kimbel Library holds about 1.1 million items in all formats, including over 375,000 eBooks provided by PASCAL, a statewide consortium. The library subscribes to about 230,000 periodicals, including magazines, newspapers, scholarly journals, and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at www.coastal.edu/library. All electronic resources, including books, articles, and videos, are available to Coastal students, faculty, and staff from off campus.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library is open 98 hours per week during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk. Teaching faculty provide input regarding selection of library resources, including both print and electronic resources. The History and Education departments have a designated library liaison who takes order requests and communicates with faculty when new resources are available.

Library holdings are as follows:

Monographs

Subject areas for history and education were identified for this program. Kimbel Library currently has access to more than 2980 eBook or print titles with history education as a subject and over 180,000 relevant titles with history or history education as a primary subject.

Audiovisual

The library provides access to streaming videos in support of the history education curriculum, and currently has access to more than 1800 history education films.

Serials and Subscriptions

Kimbel Library currently provides access to over 4700 journals pertaining to history or social studies (some of which have occasional features on educational topics), and the following specific to history/social studies education:

- American Historical Review
- The International Journal of Social Education
- History Teacher
- Journal of American History
- Journal of Social Studies Research

- Review (Ohio Council for the Social Studies)
- The Social Studies
- Social Studies Research and Practice
- Theory and Research in Social Education

Current access points for history and education journals include, but are not limited to:

- Academic Search Complete
- America: History and Life with Full Text
- Brill Online Journals
- Cambridge Histories Online
- Education Full Text
- Education Source
- ERIC
- Historical Abstracts with Full Text
- History Reference Center
- Humanities Source
- ITER
- JSTOR
- Professional Development Collection
- Project Muse

Student Support Services

Advising

Advisers working in the College of Humanities and Fine Arts and Department of History are enough to provide support without additional cost. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students. History professors have regularly hold office hours to ensure additional student support outside of the classroom, meaning additional costs are not needed for this purpose.

Counseling Services

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Accessibility and Disability Services

Accessibility and Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability, and make an appointment with a staff member.

Physical Resources/Facilities

Current facilities are adequate to facilitate students enrolling in this major. The Department of History is currently housed in Brittain Hall on Coastal Carolina University's campus. There are two floors of classrooms on the first and second floors of the building that can be used for coursework. Because the proposed program requires only one new education course, we feel that the existing classrooms on campus are more than adequate for handling the increased demand for space.

Equipment

Current equipment is adequate for the initial cohort of students. The program assumes that computers and associated software (that already exist) will be replaced according to the university's current schedule for updating technology, meaning there should be no new costs associated with the program for equipment.

Impact on Existing Programs

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

Yes

No

The implementation of the BA in Social Studies, Grades 9-12 will allow students to graduate with their peers in four years, eliminating the need for an extra fourteen months of coursework to initial licensure, meaning they will no longer need to complete the MAT program for this purpose. As a result, students will graduate with less student loan debt and will be prepared to enter the classroom as fully certified teachers a year sooner than previously possible through the MAT program. Also, students who desire a graduate degree in education will be well prepared to enter a variety of graduate programs in both history and education if they so choose. Because many school districts will pay for graduate-level training, students who want to continue their education at the graduate level will also be able to do so without incurring additional student loan debt, which could also help increase enrollments in other graduate programs in education at Coastal Carolina University, including a MALS, M.Ed., or Ed.S. degree. Additionally, this program will also help increase enrollment in the Department of History, providing a richer and more diverse classroom experience for students in the general History degree and SSE program.

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$136,619	\$136,619	\$278,703	\$278,703	\$406,110	\$406,110	\$517,790	\$517,790	\$549,272	\$549,272	\$1,888,493	\$1,888,493
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$136,619	\$136,619	\$278,703	\$278,703	\$406,110	\$406,110	\$517,790	\$517,790	\$549,272	\$549,272	\$1,888,493	\$1,888,493
Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$97,792	\$97,792	\$99,748	\$99,748	\$101,743	\$101,743	\$185,278	\$185,278	\$188,984	\$188,984	\$673,545	\$673,545
Facilities, Equipment, Supplies, and Materials		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Library Resources		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Other												
Total	\$97,792	\$97,792	\$99,748	\$99,748	\$101,743	\$101,743	\$185,278	\$185,278	\$188,984	\$188,984	\$673,545	\$673,545
Net Total (Sources of Financing Minus Estimated Costs)	\$38,827	\$38,827	\$178,955	\$178,955	\$304,367	\$304,367	\$332,511	\$332,511	\$360,288	\$360,288	\$1,214,948	\$1,214,948

Note: New costs - costs incurred solely because of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program's inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, we calculate total induced revenue (\$1,888,493 for the period) minus total direct expenses (\$673,545 for the period) divided by total induced revenue (\$1,888,493 for the period). $[(Revenue-Expenses)/Revenue]$

For a program to be considered cost-effective, the university looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program's gross academic margin is 64.33% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

The B.A. in Social Studies, Grades 9-12 will prepare students to: (1) demonstrate depth and breadth of subject area and pedagogical content knowledge; (2) demonstrate understanding of the methods and research for history; and (3) demonstrate having met all accreditation and state requirements for licensure

Each program objective will be assessed using both direct methods (including test questions and homework assignments) and indirect methods (including course completion with a grade of C or higher) as appropriate.

The department intends to use a triangulation strategy to collect data that will be used to assess each Student Learning Outcome (SLO). This strategy requires the collection of data from multiple sources using both direct and indirect methods. Direct assessment methods will evaluate the skills of students by testing factual knowledge or skills. Indirect methods will evaluate the interpretation of learning achieved. The triangulation will be achieved by targeting three main data sources (each with numerous individual data points): data from individual courses, knowledge-based questions on required content exams, and exams necessary for licensure, including the Praxis.

While each SLO can be linked to a program objective, the department will be assessing each individually as they relate to current students. Each assessment cycle will involve the assessment of all three SLOs. Data will be gathered, analyzed, and the assessment results will be used to drive changes to methods or SLOs for subsequent assessments. This assessment schedule affords the opportunity to make changes to the program after analysis and dissemination of assessment results and before data is collected for the next assessment cycle.

Program Objectives	Student Learning Outcomes	Methods of Assessment
(1) SSE majors will demonstrate depth and breadth of subject area and pedagogical content knowledge	1.1 Students will exhibit proficiency in a wide variety of historical subject content	Take baseline historical content exam in HIST 250 Take a historical content exit exam as seniors
	1.2 Students will exhibit proficiency in critical pedagogical content	Take appropriate state-required Praxis II exam for secondary social studies, meeting the requirements for NCSS Assessment 1 (State or Professional Exam Data) Pass all courses required to meet NCSS Assessment 2 (Assessment of Content Knowledge in Social Studies) with a minimum grade of "C"
(2) Demonstrate understanding of the methods and research for history	2.1 Students will demonstrate ability to apply proper historical research methods	Earn a grade of C or better in HIST 250 Earn a minimum grade of "C" in social studies methods courses: EDSC 349 and EDSC 449
(3) Demonstrate having met all accreditation and state requirements for licensure	3.1 Meet all accreditation and state requirements for licensure	Successful meet minimum requirements for NCSS Assessment 3, Candidate Ability to Plan for Social Studies Instruction, including college and program requirements for lesson planning Successfully meet minimum requirements for NCSS Assessment 4, Assessment of Student Teaching in Social Studies, including the

		<p>SCTS 4.0 Rubric and NCSS addendum</p> <p>Successfully meet minimum requirements for NCSS Assessment 5, Candidate Impact on Student Learning, including the Teacher Work Sample</p> <p>Successfully meet minimum requirements for NCSS Assessment 6, Assessment of Professional Responsibility and Informed Action</p> <p>Successfully meet minimum requirements for NCSS Assessment 7, including the Inquiry Sequence</p> <p>Successfully complete requirements for candidates in field placement and internship, as well as state certification requirements</p>
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Goal 3 objectives are assessed during the semester prior to internship and the internship semester. Successful completion of each of the Goal 3 assessments is required for program completion as well as recommendation for licensure to the South Carolina Department of Education. Data from the assessments is used annually by faculty to evaluate program methods and goals and adjust instruction as appropriate.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)?

- Yes
- No

The program will seek accreditation through CAEP. The Educator Preparation Program’s (EPP) current programs are recognized by CAEP. The next site visit for the EPP will occur in Fall 2026; data from this

program will be shared as a part of the on-site visit. Additionally, the program will seek state approval using the NCSS standards.

Will the proposed program lead to licensure or certification?

Yes

No

Candidates will be licensed for social studies secondary education (9-12).

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

Candidates are admitted to the program following the guidelines set forth by the South Carolina Department of Education. Prior to program admission, candidates must earn at least a 2.75 GPA, have completed 45 hours of coursework, completed a background check, and meet or be exempted from entrance exam requirements. Candidates are prepared for licensure through coursework focused on instructional methods, classroom management practices, assessment, and two state-approved *Read to Succeed* courses. Courses in history and social studies support candidates' content knowledge. In addition, candidates will participate in a variety of field experiences and courses focused on implementing technology and learning about diverse student needs. They participate in over 100 hours of field experiences and a semester of internship. Candidates are required to create lesson plans, plan for, and implement instruction throughout their program. Their time in the classroom ends with a culminating 60-day internship, where they teach full-time for a minimum of 35 consecutive days.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)?

Yes

No

The EPP will seek approval for the program through the South Carolina Department of Education, using the NCSS Standards. The institution will submit plans to the South Carolina Department of Education (SCDE) with the CHE proposal. Once approved by CHE, the complete, approved proposal is sent to the SCDE. Then, it will go through SCDE internal review, external peer review, Professional Review Committee consideration, and SBE consideration. The process is expected to take approximately 24 months from state submission to program implementation.

Appendix A: Program Description, B.A. in Social Studies, Grades 9-12 (SSE)

The B.A. in Social Studies, Grades 9-12 (SSE) degree provides students with a strong foundation in both history and education content, preparing them to be a successful career educator. The SSE major offers students critical content knowledge and develops their ability to understand how the past has shaped the present, how to think critically, how to teach knowledge and skills to others, and how to conduct historical research. Those earning an SSE degree will be adept critical thinkers and communicators who have developed skills in understanding complexity, diverse global perspectives, and multiple (often conflicting) points of view with an educator's ability to effectively distill and teach the skills as well as content, graduating with the licensing credentials necessary to begin teaching immediately.

Student Learning Outcomes:

Upon completion of a B.A. Degree in Social Studies, Grades 9-12, students will:

1. Demonstrate depth and breadth of subject area and pedagogical content knowledge.
2. Demonstrate understanding of the methods and research for history
3. Demonstrate having met all accreditation and state requirements for licensure

Degree Requirements: 120 credits

I. CORE CURRICULUM

36-40

[Core Curriculum \(36-40 Total Credit Hours\)](#)

The purpose of the Core Curriculum is to provide an educational experience in the liberal arts tradition that promotes inquiry, creativity, and critical thinking. The Core Curriculum provides opportunities for students to develop skills in the following: critical thinking and reasoning, written and oral communication, and quantitative and information literacy. The Core Curriculum provides opportunities for students to apply the above-mentioned skills in the practice of the natural sciences, the social sciences, the humanities, and the arts in the context of global and diverse cultural perspectives.

Students are required to complete courses in the follow areas:

- A. Critical Thinking and Reasoning (3 credit hours)
- B. Critical Reading, Writing, and Information Literacy (8 credit hours)
- C. Communication Across Cultures (3-6 credit hours)
- D. Quantitative Literacy (3-4 credit hours)
- E. Scientific Concepts (4 credit hours)
- F. Human and Social Behavior (6 credit hours)
- G. Humanistic Thought (6 credit hours)

More information can be found here:

https://catalog.coastal.edu/preview_program.php?catoid=22&poid=3976

II. GRADUATION REQUIREMENTS (3-6 credits)

3-6

UNIV 110Q The First-Year Experience

0-3

HIST 201 History of the United States from Discovery to the Present: Discovery through Reconstruction

3

REACH Act Compliance: As part of their graduation requirements, all students at CCU must

complete either

HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction, or

POLI 201 - Introduction to American Government,

which are both REACH Act compliant. Sample syllabi are available upon request.

More information can be found here:

https://catalog.coastal.edu/preview_program.php?catoid=22&poid=4140

III. SOCIAL STUDIES CORE REQUIREMENTS (6-19 credits) 6-19

HIST 255Q Great Debates	3
*ANTH 101 Primates, People and Prehistory	3
*ANTH 101L Primates, People and Prehistory Laboratory	1
*ECON 110 Personal Finance	3
*GEOG 121 World Regional Geography	3
*Choose one of the following:	3
ARTH 105 History of Western Art I or	
ARTH 106 History of Western Art II or	
ARTH 107 World Art	
POLI 201 Introduction to American Government	3

Note:

* Course credit hours only count once toward the total university graduation credit hour requirements. Click on **Credit Sharing** for more information.

IV. EDUCATION CERTIFICATION REQUIREMENTS (45 credits) 45

EDUC 111 Exploring Teaching as a Profession	3
EDSP 200Q* Foundations of Special Education	3
EDUC 204Q* Computer Technology and Instruction Media	3
EDSC 308 Foundations in Literacy	3
EDSC 349 Foundations of Teaching Social Studies	3
EDSC 400 Assessment and Action Research	3
EDSC 410 Secondary Adolescent Development and Management in the Classroom	3
EDSC 415 Teaching in Diverse Classroom Settings	3
EDSC 418 Reading and Writing in the Content Areas	3
EDSC 446 Foundations of Secondary Education	3
EDSC 449 Principles and Methods of Teaching Social Studies	3
EDSC 480 Internship Seminar	3
EDSC 490 Internship	3

V. HISTORY REQUIREMENTS (27-30 credits) 27-30

Choose one of the following:	3
HIST 105 Premodern World or	
HIST 116 History of Science, Medicine, and Technology or	
HIST 117 History of Sports and Society	
HIST 106 Q Modern World	3
HIST 250 Historical Research and Writing	3

Note:

* Course credit hours only count once toward the total university graduation credit hour requirements. Click on **Credit Sharing** for more information.

300- or 400-level Applied History Courses: 3

Choose three hours from among the following:

- HIST 300 Historical Methods - 3 credits
- HIST 320 Topics in Cold War History - 3 credits
- HIST 321 Topics in Diplomatic History - 3 credits
- HIST 328 Renaissance Europe, 1250-1517 - 3 credits
- HIST 329 Reformation Europe, 1517-1648 - 3 credits
- HIST 335 History of England: 1485-1714 - 3 credits
- HIST 356 History of Latin American Foreign Relations - 3 credits
- HIST 360 The Early Republic 1783-1820 - 3 credits
- HIST 363 Black Atlantic & African Diaspora - 3 credits
- HIST 440 Pacific Front of World War II - 3 credits
- HIST 447 History of Western Medicine from Antiquity to the Renaissance - 3 credits
- HIST 448 Early Modern Science and Medicine - 3 credits
- HIST 455 Q* Special Topics in Latin American History - 3 credits
- HIST 463 Q* Topics in Race and Ethnicity - 3 credits
- HIST 497 Research Seminar in History - 3 credits
- HIST 498 Senior Seminar - 3 credits
- HIST 499 Senior Thesis - 3 credits

300- or 400-level History Communication Methods Courses 6

Choose six hours from among the following:

- HIST 289 Q* Exploring Careers in History - 3 credits
- HIST 307 European History (1789-1914) - 3 credits
- HIST 308 Interwar Europe - 3 credits
- HIST 322 Medieval Art & Architecture - 3 credits
- HIST 331 Q* Medieval Islamic World, c. 600-1258 - 3 credits
- HIST 332 Q* Age of Alexander and The Roman Republic - 3 credits
- HIST 335 History of England: 1485-1714 - 3 credits
- HIST 338 War and Memory - 3 credits
- HIST 339 The Great War - 3 credits
- HIST 340 Topics in East Asian History - 3 credits
- HIST 341 Q* History of Modern Korea - 3 credits
- HIST 345 Intellectual History of Early Modern Europe - 3 credits
- HIST 348 Q* Modern Japan: From the Last Samurai to the Pacific War - 3 credits
- HIST 351 The Ottoman Empire, 1281-1923 - 3 credits
- HIST 354 The Modern Middle East since 1918 - 3 credits
- HIST 356 History of Latin American Foreign Relations - 3 credits
- HIST 359 Q History of Latin American Popular Culture - 3 credits
- HIST 362 Becoming American - 3 credits
- HIST 364 Readings in American History - 3 credits
- HIST 368 The Frontier in U.S. History - 3 credits
- HIST 370 Revolutionary America - 3 credits

HIST 371 Civil War and Reconstruction - 3 credits
 HIST 373 U.S. History 1917-1945 - 3 credits
 HIST 374 U.S. History 1945 to the Present - 3 credits
 HIST 378 History of the American Dream - 3 credits
 HIST 379 World War II America - 3 credits
 HIST 380 Cultural Politics in Reagan's America - 3 credits
 HIST 386 History of American Women - 3 credits
 HIST 392 Q Museums and Communities - 3 credits
 HIST 401 Q* Rome: The Imperial City - 3 credits
 HIST 402 Q* History of Early Christianity - 3 credits
 HIST 403 Q* Gender and Sexuality in the Early Church, c. 30-600 CE - 3 credits
 HIST 404 Q* Topics in Late Antiquity - 3 credits
 HIST 405 Topics in Late Antique Religious History - 3 credits
 HIST 442 Sexuality and Gender in Medieval Europe - 3 credits
 HIST 443 Modern Colonialism - 3 credits
 HIST 448 Early Modern Science and Medicine - 3 credits
 HIST 449 Ancient Egypt - 3 credits
 HIST 451 History of Modern Medicine and the Body - 3 credits
 HIST 453 Topics in Public History - 3 credits
 HIST 456 Genocide in Comparative Perspective - 3 credits
 HIST 460 American Military History - 3 credits
 HIST 493 Q* Topics in History - 1 to 3 credits

300- or 400-level Cultural Fluency and Diversity History Courses

6

Choose six hours from among the following:

HIST 302 The Middle Ages (500-1250) - 3 credits
 HIST 307 European History (1789-1914) - 3 credits
 HIST 308 Interwar Europe - 3 credits
 HIST 314 The History of Modern Russia and the Soviet Union Since 1855 - 3 credits
 HIST 326 History of Germany Since 1870 - 3 credits
 HIST 328 Renaissance Europe, 1250-1517 - 3 credits
 HIST 329 Reformation Europe, 1517-1648 - 3 credits
 HIST 331 Q* Medieval Islamic World, c. 600-1258 - 3 credits
 HIST 332 Q* Age of Alexander and The Roman Republic - 3 credits
 HIST 333 Modern France: 1715 to the Present - 3 credits
 HIST 334 Paris as Text and Context - 3 credits
 HIST 339 The Great War - 3 credits
 HIST 340 Topics in East Asian History - 3 credits
 HIST 341 Q* History of Modern Korea - 3 credits
 HIST 342 Twentieth Century Europe - 3 credits
 HIST 344 Conflict and Society - 3 credits
 HIST 345 Intellectual History of Early Modern Europe - 3 credits
 HIST 347 Pre-modern Japan: The Rise and Fall of the Samurai - 3 credits
 HIST 348 Q* Modern Japan: From the Last Samurai to the Pacific War - 3 credits
 HIST 349 Modern China: Reform and Revolution in the Modern Age - 3 credits
 HIST 351 The Ottoman Empire, 1281-1923 - 3 credits
 HIST 354 The Modern Middle East since 1918 - 3 credits
 HIST 357 Exploring Middle Eastern Conflict - 3 credits

HIST 359 Q History of Latin American Popular Culture - 3 credits
 HIST 362 Becoming American - 3 credits
 HIST 363 Black Atlantic & African Diaspora - 3 credits
 HIST 367 Colonial America - 3 credits
 HIST 369 Native American History - 3 credits
 HIST 372 U.S. History 1876-1917 - 3 credits
 HIST 373 U.S. History 1917-1945 - 3 credits
 HIST 374 U.S. History 1945 to the Present - 3 credits
 HIST 375 Exploring Peace in the Middle East - 3 credits
 HIST 378 History of the American Dream - 3 credits
 HIST 379 World War II America - 3 credits
 HIST 380 Cultural Politics in Reagan's America - 3 credits
 HIST 381 Topics in Slavery - 3 credits
 HIST 382 Gender and Global Capitalism - 3 credits
 HIST 386 History of American Women - 3 credits
 HIST 389 The New South - 3 credits
 HIST 393 Crime and Punishment in Early America - 3 credits
 HIST 395 Q Introduction to Public History - 3 credits
 HIST 401 Q* Rome: The Imperial City - 3 credits
 HIST 402 Q* History of Early Christianity - 3 credits
 HIST 403 Q* Gender and Sexuality in the Early Church, c. 30-600 CE - 3 credits
 HIST 404 Q* Topics in Late Antiquity - 3 credits
 HIST 405 Topics in Late Antique Religious History - 3 credits
 HIST 443 Modern Colonialism - 3 credits
 HIST 444 The Norman Conquests of England, Sicily, and South Italy - 3 credits
 HIST 446 Age of Crusades - 3 credits
 HIST 449 Ancient Egypt - 3 credits
 HIST 450 The City in European History - 3 credits
 HIST 451 History of Modern Medicine and the Body - 3 credits
 HIST 452 Death and Human Remains in Public History - 3 credits
 HIST 454 Seminar in Conflict, Peace, and Social Justice in Latin America - 3 credits
 HIST 455 Q* Special Topics in Latin American History - 3 credits
 HIST 456 Genocide in Comparative Perspective - 3 credits
 HIST 462 The Causes, Conduct, and Consequences of War - 3 credits
 HIST 463 Q* Topics in Race and Ethnicity - 3 credits
 HIST 494 Topics in History - 1 to 3 credits
 HIST 496 The Byzantine Empire (c300-1453) - 3 credits

300- or 400-level Critical Analysis Intensive History Courses 6
 Choose six hours of 300- or 400-level Critical Analysis Intensive from among the following:
 HIST 490 Readings Seminar in History - 3 credits OR
 Any additional 300 or 400 level History course

VI. ELECTIVES 0-3

TOTAL 120

Appendix B: Required South Carolina Department of Education Documentation

**South Carolina Department of Education
New or Modified Program Proposal Requirements**

III. SCDE Requirements

This section includes a description of the ways in which the program will meet all state requirements as outlined in the South Carolina Educator Preparation Guidelines: Standards Policies, and Procedures, South Carolina Provider Requirements, as applicable. These will include:

A. Requirements Related to State Statutes and Regulations

1.1. National provider standards

The Social Studies, Grades 9-12 program will undergo state review using the NCSS 2017 Standards; per CAEP, the review will take place during the 2026 CAEP Site Visit.

1.2. Criminal records check and fingerprinting requirements

To fulfill South Carolina legislative requirements and related public-school policies, all candidates who participate in any type of field-based experience associated with schools must undergo a SLED background check. Candidates must show a clear record on this check. If a criminal record is revealed, results are considered individually to determine if the candidates can be placed in a field experience. These decisions are made with the school district and, when appropriate, the state. Typically, candidates will not be placed in a field experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Coastal Carolina University will not place candidates in field experiences who have been convicted of or plead guilty to violent crimes or crimes of sexual nature. Additionally, candidates will not be placed in a field experience if they have been convicted of a felony that would make the candidate ineligible for a Professional Teaching Certificate.

To meet state certification requirements, an additional and more extensive FBI check is required at the beginning of the final internship semester for candidates. Candidates must show a clear record and no offenses that would make them ineligible for professional certification to be placed into an internship.

1.3 Read to Succeed

Candidates will take two courses to meet Read to Succeed standards, EDSC 308 Foundations in Literacy and EDSC 418 Reading and Writing in the Content Areas. These courses will be submitted to the state for approval for the Read to Succeed standards as required by the South Carolina Department of Education. The courses' multiple assignments that address the standards over two semesters. These include classroom design projects, text set projects, and reading theorist reports.

Table 1. Read to Succeed Requirements

Course Title	Course Number	Credit Hours	Catalog Description	SC Literacy Standards, Elements, and Competencies Addressed
EDSC	308	3	An introductory course on literacy and its role in secondary schools and society. Candidates will research literacy by defining it and relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed.	1.1, 2.3, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2
EDSC	418	3	A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.	1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.2

1.4 Assisting, developing, and evaluating professional teaching–ADEPT

Assessment of professional teaching is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the South Carolina Expanded ADEPT Rubric. All candidates receive extensive training related to the current South Carolina Teaching Standards integrated into the Expanded ADEPT Support and Evaluation System. Prior to beginning the clinical experience, all candidates receive a comprehensive orientation that includes written and oral explanations of

- Assistance and evaluation processes;
- Expectations related to the *Expanded ADEPT* System; and
- Requirements, including the SCTS performance criteria, for successfully completing the clinical practice.

The secondary Social Studies, Grades 9-12 program will implement a plan that integrates ADEPT standards throughout the field experiences and internship. The program has infused the SCTS 4.0 rubric and teaching standards in courses and field experiences prior to internship to build familiarity and for both reflection and formative feedback. Teacher candidates are introduced to SCTS 4.0 in each content method course. The standards are first addressed in the Foundations of Education Course and each of the respective content methods courses in the semester prior to the teaching internship.

Teacher candidates are evaluated on the ADEPT standards during internship by university supervisors that have completed the required Expanded ADEPT training to serve as an evaluator. Each teacher candidate must be supervised by one or more EPP faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice. Candidates are observed using the instrument during field experiences and internship. Each teacher candidate receives at least four formative observations (two by their university supervisor and two by the cooperating teacher) and four summative observations (two by their university supervisor and two by the cooperating teacher), written and oral feedback, and assistance regarding all SCTS Indicators from both the EPP and the school-based cooperating/supervising teachers throughout the clinical practice.

After each observation, the candidate and cooperating teacher discuss their progress and set goals for the next observation. University Supervisors, Cooperating Teachers, and Teacher Candidates review the instrument at a formative and summative conference. Evaluation decisions about candidate performance are based on the consensus judgments of the university supervisor and cooperating teacher. Evaluations are based on teaching performance in the four domains of Instruction, Planning, Environment, and Professionalism and their accompanying indicators in the SCTS rubric. Candidates must receive a mean competency score of 2.5 or higher to successfully complete an internship.

1.5 Program for assisting, developing, and evaluating principal performance—PADEPP (Leadership programs only)

Not applicable

1.6 Family, school, and community engagement

The Spadoni College of Education and Social Sciences emphasizes the importance of involvement of families and communities in the school community and the classroom. To address the standards in this area, we meet the standards in the following ways:

(a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to respond to racial, ethnic, socio-economic, gender, exceptionality status, language proficiency, and other aspects of student diversity. Topics include Culturally Responsive Teaching focusing on developing positive relationships with students, asset-based teaching practices, and community-centered education. Candidates complete a curriculum audit that prompts them to consider the standards in their field in terms of how best to teach them to the specific students in their field placement classrooms. Candidates learn and practice universal design practices such as incorporating student choice and voice and ensuring the content is accessible to a diverse student population.

In EDSC 418 candidates are asked to create a differentiated lesson plan that asks candidates to address student interests and student proficiency in their field experience classroom. When we

address why students do not know information, we delve into what can cause holes in information. This instruction of this topic starts in EDSC 308 where students examine early childhood experiences and how socio-economic status can influence vocabulary acquisition and reading level, and we continue to work on those topics in EDSC 418 when candidates examine how to create a lesson plan for 9-12 students who have a deficit in knowledge about a specific topic (Differentiated Lesson Plan).

Finally, beginning in the second field experience and continuing throughout the program, candidates are evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and welcoming classroom for all students.

(b) establishment and maintenance of parent-friendly school settings;

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to work with diverse parents and families. Candidates are introduced to issues related to meeting the needs of diverse parents and are prompted in class assignments to locate and use best practices for parent communication.

(c) awareness of community resources that strengthen families and assist students to succeed

In the EDSC 415 Diversity course, candidates read and discuss current literature that prepares them to understand the need for understanding the community in which students live. The candidates' final exam in the course is a community mapping project that requires candidates to go out into a local community, locate a variety of community assets, write a lesson plan that incorporates community assets, and reflect on what they learned through their journeys into the communities about connecting with students. Beginning in the second field experience and continuing throughout the program, candidates are also evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and welcoming classroom for all students through drawing on community resources and developing a rapport with students and their families.

1.7 Safe School Climate Act

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. In the Adolescent Development and Classroom Management course the candidates complete a classroom management project. The project's intent is to have the candidates devise classroom routines and interventions to minimize off-task behaviors like harassment, bullying and intimidation. The candidates must base the plan on best management practices in the research literature. Also, the candidates are required to make field observations and keep an observation journal when they are out in schools. One focus of the observations is potential bullying behaviors and actions and effective methods for curtailing them. In EDSC 415, the diversity course, the candidates review and discuss literature on gender spectrum issues. One specific focus of the research and discussions is the connection between gender issues in connection with the phenomena of sexual harassment and bullying. Finally, The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented

to all interns during the Internship semester prior to attending their internship semester. This information is followed by working in schools full-time and conducting classes in the high school setting. In addition, EEDA core values are evaluated in the Spadoni College Dispositions Form. The dispositions form is completed by faculty in the fall and spring semesters during the methods course and the internship semester. Candidates are trained and assessed on the Safe Schools Climate Act during internship. Finally, beginning in the second field experience and continuing throughout the program, candidates are evaluated using the Environment Domain on the SCTS 4.0 rubric, which focuses on their abilities to create a safe and welcoming classroom for all students.

1.8 Education and Economic Development Act (EEDA)

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented to all interns during the Internship. In the Foundations of Education course and the content-specific methods course, candidates prepare individual lesson plans and unit plans that address the connections between the lesson content and prospective careers and career readiness. In addition, as stated above, the Professional Dispositions Form focuses on a future teacher's ability to comply and enact EEDA by striving to promote EEDA performance standards, establish a supportive environment, establish, and maintain non-discriminatory and inclusive practices and interrupting or re-directing discriminatory discourse. The dispositions form is completed three times; twice prior to internship, and again during internship. Additionally, candidates are trained and assessed on EEDA during internship.

1.9 Student Health and Fitness Act (Early Childhood Education and Elementary Education programs only)

Not applicable

1.10 Admission to undergraduate teacher preparation programs (Basic Skills Requirement)

Candidates entering the undergraduate teacher preparation program must meet the following requirements, per state and EPP guidelines:

The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.75
- 60 hours of coursework; grade of 'C' or better in ENGL 101 and ENGL 102 or ENGL 211
- Grade of 'C' or better in EDUC 111
- Grade of 'C' or better in EDUC 204
- Grade of 'C' or better in EDUC 215
- Grade of 'C' or better in all required foundational education courses completed

- **Passing scores on all three areas of Praxis Core Academic Skills for Educators Test: Reading (156), Writing (158), and Math (142) or exemption based on SAT or ACT scores**
- A signed Criminal Offense Disclosure statement
- South Carolina Law Enforcement Division (SLED) background check
- Professional Reference for Teacher Candidate Form
- Approval of Portal I Faculty Committee

1.11 PK–12 academic standards

Candidates in the secondary education programs are required to submit content specific lesson plans utilizing the South Carolina academic standards (in EDML 490); in addition, they are evaluated on their delivery of instruction utilizing these standards with the SCTS 4.0 Rubric. Candidates also complete Teacher Work Sample (TWS), which demonstrates long range planning, during their internship semester.

1.12 Tuberculosis screening and evaluations

Teacher candidates must provide documentation of a negative TB test prior to beginning the internship.

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field experiences

Candidates in the program must complete at least 100 hours of field experience prior to internship (CCU internship) at the initial undergraduate level. The internship experience must provide for intensive and continuous involvement in a public-school setting. Our five partnering districts work closely with the college to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the college to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers and administrators. Throughout the field experiences, candidates are observed regularly by university supervisors and cooperating teachers using the SCTS 4.0 rubric domains. The field experiences provide actual settings in which to develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The field experiences are diverse and provide interaction with students in a variety of settings. Finally, in the final semester, candidates use knowledge and skills in a semester-long internship (450+ hours) in a local public high school, which supports a successful transition from teacher candidate to professional educator. The final clinical field-based experience (the internship) is the capstone of the program. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns can explore, investigate, grow, and develop through the internship. Interns must apply their knowledge of learners and learning in the classroom by working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

- design sequential objectives and strategies based on state and local standards,

- analyze their own teaching methods in comparison with student achievement to ensure that standards are met,
- plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
- assume the role of a professional educator, working productively with their mentors.

Additionally, interns are expected to prepare lesson/unit plans, demonstrate how to effectively manage the learning environment, demonstrate how to plan for assessment of student learning, and how to analyze and reflect on student learning data to determine curriculum and instruction. Interns are expected to participate in school-wide initiatives, attend professional development, attend to administrative tasks, and support school functions. All candidates receive formative and summative feedback during the internship regarding their growth and performance. Finally, the internship represents an all-important exit point in the program. The internship serves as the final check of both candidate quality and program effectiveness. When the initial licensure program is successfully completed, candidates will have met requirements toward receiving a South Carolina teaching license.

2.2 Professional ethics and decision-making

The Spadoni College emphasizes professional ethics and responsibilities in all programs. The program addresses the following principles: Principle I: Responsibility to the Profession; Principle II: Responsibility for Professional Competence; Principle III: Responsibility to Students; Principle IV: Responsibility to the School Community; and Principle V: Ethics of the Use of Technology. The program faculty teach these standards throughout the coursework and internship. Professionalism and professional behavior are reviewed and tracked through the instruments described below.

The Assessment of Candidate Dispositions used in the methods coursework and internship. It defines professional expectations of a teacher and monitors if candidates are behaving professionally, making sound decisions in ethical behavior that could impact themselves or the school community. It evaluates their ability to maintain culturally responsive methods and avoid exclusionary methods. It examines how the candidates interact with students, fellow teachers, parents, and community. It requires candidates to critically analyze their content and accept constructive criticism. In addition, it explores how to maintain confidentiality about students and communicate with and about students to colleagues and families. If at any time a behavior is seen that does not align with the disposition form, a Candidate Success Plan is created by faculty, and they monitor and coach the candidate so that they demonstrate professional behavior in the future.

The SCTS 4.0 has evaluation lines expressly addressing professionalism and how to grow as a professional. The last page of the instrument asks candidates to reflect on their professionalism and how they would like to grow in the future. It also asks faculty and cooperating teachers to evaluate the candidate's growth and development in their learning and learning goals, their ability to reflect on their practice, their community involvement, and their school responsibilities. In addition, rubric lines evaluate technology use in activities and assignments, asking faculty and cooperating teachers to evaluate its effective and appropriate use. Lastly, the rubric allows

faculty and cooperating teachers to evaluate the professional content knowledge and implementation of lessons. This instrument is used in the methods class to evaluate candidates in field experience placement and during the internship.

The Teacher Work Sample (TWS), which is used in the methods course and in the candidate internship semester, has candidates conduct long term planning, evaluate student growth, and reflect on their own performance as a teacher and what they think can be improved in their own instruction. The instrument allows faculty to evaluate and measure candidate growth across two semesters. The TWS is first used in the methods courses and then in the internship semester. It asks candidates to create a unit with pre and post assessment and an evaluation of student learning. This requires the candidates to share learning goals, planning, and use of technology. By implementing the TWS twice, program faculty can monitor growth across semesters. The focus of this instrument examines the responsibility to the profession by asking candidates to show what they plan to teach and how they plan to teach it. The responsibility to students is demonstrated through the requirement to measure student success in the unit, analyze individual, small group, and whole group data. The candidates are required to reflect and explain student success, lack of success, and changes to the instruction, curriculum, and/or environment to help all students succeed.

2.3 Initial program approval

The new program will gain State Board of Education approval prior to implementation, recruitment, and admission of candidates.

2.4 Continuing program recognition (modified/continuing programs only)

Not applicable

2.5 Verification of candidate program completion for educator certification

The EPP completes the verification of program completion for educator certification form for all candidates once they meet program completion requirements; this includes meeting state GPA guidelines, completion of all coursework, successful completion of all key assessments, successful completion of internship requirements, application for student teaching/teaching, and completion of state-required Praxis II and Principles of Learning and Teaching exams.

2.6 Annual reporting

The EPP completes both the CAEP Annual Report and the Title II report in accordance with accreditation and federal requirements; in addition, the EPP submits the Educator Preparation Provider Annual Report, the ADEPT Report, and SCDE Assurances form each year to the South Carolina Department of Education. Finally, each program submits an annual university report documenting candidate performance as it aligns to each program's student learning outcomes. All programs submit either state- or Specialized Professional Association (SPA) reports according to the deadlines set by CAEP.

2.7 Technology for the enhancement of PK–12 student learning

All candidates will complete a course in instructional technology: EDUC 204 Computer Technology and Instructional Media. EDUC 204 is a standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and candidate performance. Coursework focuses on the practical utilization and analysis of technology for teaching and learning. Course topics include instructional design, technology integration (apps, web tools, extensions, and hardware), digital citizenship, screen capture tutorial design, video production, assistive technologies, among others.

In addition to completing EDUC 204, the candidates' proficiency with technology will be assessed throughout the program. In the respective content methods courses the candidates prepare lesson plans and unit plans that incorporate technology. During the internship, the candidates must teach lessons that utilize a variety of instructional technologies. The candidates' ability to use technology during instruction is assessed using Specialized Professional Association (SPA) teaching evaluations specific to the content area, the SCTS 4.0 Rubric, and the Teacher Work Sample (TWS).

IV. National accreditor and SPA Standards, and assessments

A. A current accreditation approval letter from the Specialized Professional Association (e.g., NASM, NASAD, etc.):



CAEP Accreditation
Letter

B. Program report

B1. Context

The Dean of the Spadoni College of Education and Social Sciences is responsible for all institutional policies for the College. The Dean works with the faculty and other academic administrators within the College to ensure the quality of the academic program and the alignment with NCSS and state standards. The College's organization and governance structure assures the integrity and quality of academic programming.

South Carolina State Laws and Regulations include the following: (1) Educator preparation units offering initial licensure programs must develop and implement a plan that integrates the South Carolina Teaching Standards (SCTS) 4.0 performance standards throughout candidates' coursework, field experiences, and clinical practice. The unit must provide evidence that all candidates recommended for certification meet their respective SCTS 4.0 competencies, (2) Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK-12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK-12 academic courses, (3) Educator preparation units must provide candidates with specific written information regarding the state Standards of Conduct (SC Code Ann. §§ 59-25-160, 59-25-530, 63-17-1060) required of South Carolina educators for initial certification, (4) Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools, (5) Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK-12 Academic Curriculum Standards in the area in which they seek to be certified, (6) Educator preparation programs must ensure that candidates meet minimum admission requirements at the initial and advanced levels.

At the initial undergraduate level, candidates must present acceptable scores on Praxis Core exams, 60 hours of college-level work, a minimum cumulative grade point average (GPA) of 2.75 or higher to be admitted to candidacy, and a statement of disclosure concerning all prior convictions to include felonies and misdemeanors, (7) Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experience prior

to clinical practice (internship) at the initial undergraduate level. (8) Teacher candidates in the secondary education programs complete a 6-credit hour course sequence in literacy to fulfill the state's Read to Succeed requirements. This includes a school-based practicum experience which may be included in the program's total practicum hours.

The Social Studies, Grades 9-12 program at Coastal Carolina University will provide a sequence of field-based experiences in which candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Teacher candidates advance through three field experiences, each requiring them to assume greater responsibility in the classroom before the internship semester. Field experiences are designed to engage candidates in a variety of school settings, including those with high and low levels of diversity, those with high and low levels of SES, and more rural and urban settings.

Course	Placement	Minimum Required Hours
EDUC 110/111	Public school classroom	12 hours
EDSC 410	Public school classroom	50 hours
EDML 490	Public school classroom	50 hours
EDSC 490	Public secondary social studies classroom	60 days with 35 days full time teaching responsibility

Field Experience I - EDUC 110/111 (12 hours)

Candidates spend twelve hours in a secondary History or Social Studies classroom in a county serving a high majority of low socioeconomic students. The candidates observe and may work with an individual child or small group at the request of the teacher. Candidates then write a reflection paper responding to the following guiding questions.

- What group/program are you most interested in teaching (certification level, specialization)?
- What characteristics do you, as an effective teacher, need to possess? Why?
- Identify a philosophy that would align with what should be the role of the classroom teacher.
- How do students in the age range that you want to teach learn best? What theory did you base this on?

Field Experience II – EDSC 410 (50 hours)

Teacher candidates have opportunities to apply knowledge and skills in authentic situations. The major emphasis is developing observational skills, appropriate interactions with adolescents, and working with individual or small groups of adolescents.

In the Field Experience II, candidates are observed a minimum of once by the university supervisor, and once by the cooperating teacher, using the SCTS 4.0 Environment Domain indicators. Additionally, candidates are assessed using the Assessment of Candidate Dispositions. Finally, candidates complete the Unit Plan (Key Assessment 6) during this course.

Field Experience III – EDML 490 (50 hours)

Teacher candidates have opportunities to apply knowledge and skills in authentic situations. Candidates are expected to assume a greater responsibility as the classroom's instructional leader

through the development and implementation of a week-long standards-based unit during which they assume control of the classroom for that subject area. Candidates demonstrate their ability to design instruction and assessment based on knowledge of contextual factors, assess, and analyze student achievement, and reflect on their teaching to improve instruction for students and their own professional growth. Also, candidates may engage in individual and small group instruction and develop classroom management skills.

In the Field Experience III, candidates are observed a minimum of once by the university supervisor, and twice by the cooperating teacher using the SCTS 4.0 Environment, Instruction, and Planning Domain indicators. Additionally, candidates are assessed using the Assessment of Candidate Dispositions. Candidates also complete the SCOE Lesson Plan Key Assessment.

Internship – EDSC 490 (60 days, 450+ hours)

Supervised teaching experience in a public secondary History or Social Studies classroom. The final clinical field-based experience (the internship) is the capstone of our Professional Program in Teacher Education. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns can explore, investigate, grow, and develop through the internship.

Interns are expected to demonstrate proficiency in selected Performance Dimensions in addition to all the Professional Behaviors and Dispositions. Interns must apply their knowledge of learners and learning in the classroom by working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

- design sequential objectives and strategies based on state and local standards,
- analyze their own teaching methods in comparison with student achievement to ensure that standards are met,
- plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
- assume the role of a professional educator, working productively with their mentors.

In the internship semester, the candidate has at least four formative observations (two by the University Supervisor and two by the cooperating teacher) and four summative observations (two by the University Supervisor and two by the cooperating teacher) using the SCTS 4.0 Rubric. They are also scored on the Assessment of Candidate Dispositions. The candidate completes the Teacher Work Sample (Key Assessment 5, attached) during the internship semester and discipline-specific key assessments (attached as Key Assessment 4). Finally, the internship represents an all-important exit point in the program. Interns may not finish the internship, or complete their programs of study, without demonstrating competence as defined in this document; therefore, the internship serves as the final check of both candidate quality and program effectiveness.

Assurances of High-Quality Field Experience:

The secondary education faculty work from a well-planned, collaborative research agenda that builds on and extends themes related to high quality field experiences. The faculty work closely with the Clinical Experiences Placement Coordinator to place the candidates with high quality classroom teachers that will work closely and collaboratively with our teacher candidates. We use a strict vetting process when hiring University Supervisors, who are trained as ADEPT evaluators, to evaluate our teacher candidates. Our faculty have also worked closely to create a clear consensus about what high-quality field experiences look like and how that plays into a high-quality program.

B2, 4. LIST OF ASSESSMENTS

In this section, list the 6-8 assessments being submitted as evidence for meeting the NCSS standards (NCSS, 2017). All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

All assessment documents (rubrics, descriptions, standard alignments are hyperlinked below).

Type and Number of Assessment	Name of Assessment (10)	Type of Form of Assessment (11)	When the Assessment is Administered (12)
Assessment #1: Content Knowledge – Licensure Tests (13) (required)	Social Studies: Praxis #5086	State Licensure test	Prior to graduation
Assessment #2: Content Knowledge – an assessment of general content knowledge in discipline to be taught, GPA and Content Analysis Form (required)	Content Analysis	Grade Analysis	By Internship semester
Assessment #3: Pedagogical and Professional Knowledge and Skills– Planning instruction and assessment (required)	Inquiry Lesson Plan	Semester long project	Internship semester
Assessment #4: Pedagogical and Professional Knowledge and Skills– Student Teaching Assessment with Legal/Safety/Ethical Issues (required)	Internship Summative Evaluation	Summative Rubric	Internship semester
Assessment #5: Effects on Student Learning (required)	Teacher Work Sample	Semester long project	Internship semester
Assessment #6: Pedagogical and Professional Knowledge and Skills (required)	Professional Responsibility and Informed Action Project	Semester long project	Senior 1 Semester (semester prior to internship)
Assessment #7: Pedagogical and Professional Knowledge and Skills (optional)	Inquiry, Research, and Practice	Semester long project	Senior 1 Semester (semester prior to internship)

B3 - RELATIONSHIP OF ASSESSMENTS TO STANDARDS

For each NCSS standard (NCSS, 2017) on the chart below, identify the assessment(s) in Section II that address the standard by placing one “X” in the corresponding box. One assessment may apply to multiple standards.

National Council for the Social Studies Standards (NCSS, 2017)	Assessments							
	#1	#2	#3	#4	#5	#6	#7	#8
<p>STANDARD 1: CONTENT KNOWLEDGE Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.</p> <p>Element 1a: Candidates are knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences. Element 1b: Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences. Element 1c: Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.</p>	X	X		X				
<p>STANDARD 2. APPLICATION OF CONTENT THROUGH PLANNING Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</p> <p>Element 2a: Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research. Element 2b: Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life. Element 2c: Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life. Element 2d: Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence. Element 2e: Candidates plan learning sequences that use technology to foster civic competence.</p>			X	X	X		X	
<p>STANDARD 3: DESIGN AND IMPLEMENTATION OF INSTRUCTION AND ASSESSMENT Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.</p> <p>Element 3a: Candidates design and implement a range of authentic assessments that measure learners’ mastery of <i>disciplinary</i></p>			X	X	X		X	

<p><i>knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.</p> <p>Element 3b: Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state- required content standards.</p> <p>Element 3c: Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.</p> <p>Element 3d: Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.</p> <p>Element 3e: Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.</p>								
<p>STANDARD 4. SOCIAL STUDIES LEARNERS AND LEARNING</p> <p>Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</p> <p>Element 4a: Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p> <p>Element 4b: Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i>, engage in <i>disciplinary inquiry</i>, and create <i>disciplinary forms of representation</i>.</p> <p>Element 4c: Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.</p>			X	X	X	X	X	
<p>STANDARD 5. PROFESSIONAL RESPONSIBILITY AND INFORMED ACTION</p> <p>Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.</p> <p>Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.</p> <p>Element 5b: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.</p> <p>Element 5c: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.</p>				X	X	X		

B5. Planned use of assessment results to improve candidate and program performance

The Social Studies, Grades 9-12 program will analyze data each semester to assess candidate performance and needed changes for coursework. Data from the Praxis I exam (Assessment 1) and the content analysis (Assessment 2) allow faculty to identify areas of content strength and weakness in candidates' content knowledge; this information allows faculty to determine which areas to focus on in the methods course and to watch while observing candidates during their teaching. Areas on the Praxis II with lower sub scores, and content areas with lower GPAs, indicate to faculty that the candidates may need more support in these areas.

Data from Assessments 3 (Inquiry Lesson Plan), Assessment 5 (Teacher Work Sample) Assessment 6 (Professional Responsibility and Informed Action Project), and Assessment 7 (Inquiry, Research, and Practice) will provide the faculty with opportunities to review candidates' performance as it relates to pedagogical practices, assessment, and planning, as well as content knowledge. Because many of these assessments occur in the semester prior to internship or during internship, they allow faculty to assess candidates' development as professionals and their readiness to enter the classroom. If a candidate is not performing at the expected levels on these key assessments, faculty can intervene and work with them to provide additional support, so they may improve their practices. Additionally, examining the data enables faculty to identify areas of strength and weakness across each program, so that they can adjust their instruction to better meet candidate needs.

Finally, Assessment 4 (Internship Assessment Portfolio) provides a final look at candidate performance. At the beginning of the final internship, candidates are formatively assessed using these tools. The summative instruments allow both the candidate and faculty to see their growth as an educator after completing 35 days of full-time instruction. Additionally, the data allow the faculty to determine areas where further support must be provided to all candidates in the future.

Because some of the key assessments are used across the EPP (e.g., Praxis II scores, Teacher Work Sample), faculty can look at trends in data and to disaggregate data not only by content area of focus, but also by candidate demographics (specifically, gender, race/ethnicity, and Pell status, sample size permitting). Looking at these data allows faculty to assess their own practices and ensure they are using equal scoring approaches across diverse student populations. This work is further supported by the faculty's yearly interrater reliability training on EPP-wide key assessments, such as the Teacher Work Sample. Analyzing subgroup data and engaging in yearly training to reflect on their own practices, enables opportunities to ensure that faculty are scoring work appropriately for all candidates.

Appendix C: Statement of Intent Form



Statement of Intent
HSSE