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# The University of Georgia

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University Council  
Athens, Georgia 30602

December 19, 2007

UNIVERSITY CURRICULUM COMMITTEE – 2007-2008

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Undergraduate Student Representative – Ms. Amrita Veliyath

Graduate Student Representative – Mr. Chris Johnson

Dear Colleagues:

The attached proposal from the College of Education to change the high-demand status of the major in Social Studies Education will be an agenda item for the January 11, 2008, Full University Curriculum Committee meeting.

Sincerely,

Mr. David E. Shipley, Chair  
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.  
Professor Jere W. Morehead

Executive Committee, Benefits Committee, Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees,  
Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee,  
Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee,  
Faculty/Staff Parking Appeals Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee  
An Equal Opportunity/Affirmative Action Institution

The University of Georgia  
FORM FOR NOTIFICATION OF HIGH-DEMAND STATUS  
OF AN UNDERGRADUATE MAJOR

I. BASIC INFORMATION

1. **School/College:** *College of Education*
2. **Department/Division:** *Elementary and Social Studies Education*
3. **Degree:** *BSED*
4. **Major:** *Social Studies Education*
5. **Proposed date for change in high-demand status:** *No change necessary. This is already a "restricted" major with high-demand status. We are applying for a reduction in the enrollment cap for a variety of purposes enumerated below.*

II. CAPACITY INFORMATION: *See attachment*

III. SIGNATURES:

*Ronald VanSickle Elementary + Social Studies Education 10/30/07*

Department Head	Department	Date
<i>Sally J. Zepeda</i>		<i>11/14/2007</i>

College/School Curriculum Committee Chair	School/College	Date
<i>Laura A. Costello</i>		<i>11-15-07</i>

Dean	School/College	Date

University Curriculum Committee Chair	Date

Senior Vice President for Academic Affairs and Provost	Date

## CAPACITY INFORMATION

**Anticipated number of applicants: If the capacity of the junior class is smaller than the anticipated number of applications, this major may be designated as high-demand.**

Capacity 2003-4: 50 undergraduate students

Capacity 2004-5: 50 undergraduate students

Capacity 2005-6: 50 undergraduate students

Capacity 2006-7: 50 undergraduate students

Capacity 2007-8: 50 undergraduate students

Capacity 2008-9: 35 undergraduate students\*\*\*

Requested Capacity for future classes: 25 undergraduate students

Number of applications for 2007-8 class: 45-55 (estimated)

Anticipated number of applications for future classes: 40, pending program approval

### **What is the academic justification for restricting the major?**

In 2002, the then Department of Social Science Education faculty submitted a proposal to designate the B.S.Ed. in Social Science Education a high-demand major, and this proposal was approved. The justification for this status was that Social Science Education is a labor-intensive major, requiring faculty to contribute multiple teaching assignments while managing two different practicums in public schools and student teaching. This management includes considerable planning, placement and supervision of students in schools, assessment, and cultivation of relationships with our many cooperating teachers and administrators in public schools as far away as the remote regions of Gwinnett County. Furthermore, like professors in all teacher education programs, Social Studies Education faculty are required to provide increasingly lengthy reports on students both during and following their teacher education experiences, as required by an assortment of local, state, and federal assessment agencies. The amount of labor required to administer this large and complex program justified the limitation of undergraduate admissions to 50 undergraduate students per year.

In 2002, the faculty of the then Department of Social Science Education also began a systematic program reform initiative that sought to refashion the B.S.Ed. according to three principles: coherence, challenge and collaboration. Greater coherence has been achieved through increased attention to rationale-based, reflective practice for democratic citizenship education. The field-based introductory course was redesigned to reflect this emphasis, and the students' development of a rationale for teaching social studies that is initiated in this course continues as a theme in the remaining two semesters of the program. This course was also recast from a one to a three credit hour course. A program framework was adopted that highlights learning outcomes developed across the three semesters of the program. Evaluation instruments for field experiences were designed based on these learning outcomes. A more challenging program resulted from efforts to rework the expectations of university field instructors, the adoption of a professional dispositions statement and assessment rubric, increases in the number of

hours students spend in field placements, the development of two university-based seminars to accompany both practicum field experiences, and the creation of a new three credit hour student teaching seminar. Reforms also included a redesigned admissions process, with the result being higher undergraduate admission standards. A comprehensive electronic portfolio also has enhanced the rigor of the program. The principle of collaboration led to numerous reforms, including professional portfolio presentations that involve student teachers electronically distributing their portfolios to peers, field instructors, faculty, and mentor teachers for evaluation in advance of an end-of-semester defense of their work; regular meetings attended by program faculty to not only to discuss the practical concerns they have about their work but also to reconstruct these concerns as intellectual problems; peer observations in the student teaching semester, and more widely shared narrative field observation reports.

These reforms produced a stronger Social Studies Education B.S.Ed. program, but they also made an already labor intensive program even more so. In terms of instructional resources alone, the reforms require fourteen additional credit hours of instruction (just shy of 5 three credit hour courses) for every 50 students admitted. The increasing demand on instructional resources has arisen in a time of decreasing faculty FTE. Because a current faculty member who supports the Program has expressed his intention to retire, for the 2008-2009 academic year, the Program will count on only three tenure-track faculty members primarily assigned to support the Program, and two of these faculty will have significant portions of their instructional time dedicated to Program and Department administration. As a result, the present reliance on Graduate Teaching Assistants to staff the Program will only become a more pressing problem beyond the current academic year (2007-2008).

As a program with a significant clinical component, the large number of undergraduate majors combines with increased field experience requirements to strain our capacity to provide high quality assignments with area social studies teachers. Simply put, the program faces a profound challenge in finding mentor teachers who will work productively with our students. The large number of field placements means that students are often asked to make drives of more than an hour from Athens. In some cases, the daily drive for student teachers tops an hour and a half each way, given the need to call on middle and high schools in the far reaches of Gwinnett and Hall counties. The time and expenses associated with these commutes exacts a toll not only on students but on the university field instructors assigned to work with them. University field instructors are typically doctoral students. Such extraordinary travel obligations may serve to partly explain why the 2007 Department of Elementary and Social Studies Education highlighted concerns expressed by Department doctoral students that the labor-intensive nature of their work in the teacher education program leaves them feeling short-changed in pursuing their programs of study and research interests.

Besides the issue of instructional and other resources, the Program faculty has targeted its graduate-level teacher education program as a high priority. The M.Ed. with Initial Certification (MEdIC) program incorporates many of the same reforms that make the B.S. Ed. such a high quality program. The MEdIC program targets post-bachelor's

degree and career-changer populations, and has the capacity to serve up to 25 students per year. Over the past three years admissions to this program have ranged from 12 to 20 students. Consistent with the College of Education's 2000-2010 Strategic Plan, the Social Studies Education Program faculty would like to undertake more aggressive efforts to build this alternative, post-baccalaureate program both in terms of student recruitment and quality of program. Such an effort also aligns well with the employment picture for MEdIC graduates. Post-graduation surveys indicate MEdIC graduates are successful in getting teaching positions. The program faculty also believes the graduate-level experiences students have in the MEdIC program generate interest in other College graduate programs, particularly the Social Studies Education doctoral programs. As much as it is a reduction in the number of undergraduate majors served, this proposal is viewed by the Social Studies Education faculty as a shift in emphasis to a greater balance between undergraduate and graduate initial teacher certification programs and an important part of a broader initiative to strengthen all of our graduate programs.

The Social Studies Education Program faculty also feel it is important to situate this proposal in the broader context of secondary subject-area teacher education programs in the College of Education. Among these, the 50 undergraduate majors in Social Studies Education far surpass the number of students served in other subject-area programs. With comparable faculties, the secondary English Education degree is a high-demand major capped at 25 students. Neither Science Education nor Math Education are currently designated high-demand majors, and they admit approximately 15 and 35 students respectively. Importantly, these programs do not have post-baccalaureate certification programs that attract as many students as MEdIC. Our proposed move to 25 students would bring us more in line with comparable programs in the College.

In closing, reducing our annual cohort from 50 students to 25 would match our limited resources better to Program, College, and University aims. Tenure-track faculty has demonstrated a strong commitment to producing social studies teachers who will serve the needs of students in the State of Georgia. Yet this commitment should not come at the expense of our ability to offer leading graduate programs and to respond to pressures to increase our scholarly production. The program faculty has established an ambitious mission—"to advance knowledgeable, reflective, and active democratic citizenship for the state of Georgia, the nation, and the world through exemplary and rigorous social studies teacher preparation, scholarship, and service." This ultimate intent of this proposal is to create the conditions under which we are better positioned to meet this lofty aim.

\*\*\* The 35 students for 2008-2009 is proposed as a transition year target. The Program currently runs two open admissions cycles per year (every November 30 and April 30) to admit 25 students each cycle. If this proposal is approved, the Program would move to an annual admissions cycle, a procedure more in keeping with other initial certification program in the COE. The 35 students for 2008-2009 would consist of 10 new admits from the last semi-annual Spring semester admissions cycle (April 30, 2008) whose

Program matriculation will be Fall 2008; and 25 new admits from the then annual admissions cycle (November 30, 2008) whose Program matriculation will be Spring 2009.

**Provide a contact person for information concerning the criteria and application deadlines:** Todd Dinkelman, Associate Professor and Social Studies Education Program Coordinator.