

**UNIVERSITY OF WISCONSIN-WHITEWATER
FORMAT FOR AUDIT AND REVIEW SELF-STUDIES
UNDERGRADUATE PROGRAMS**

Program Title: Broadfield Social Studies and Review Date: 2003-2004
Elementary Social Studies Minor

I. Program Highlights/Initiatives

A. Overview the current curriculum, including options available within the program.

The Broadfield Social Studies programs are, along with the Broadfield Science programs, unique in the university. Each includes a cross-disciplinary major that requires students to take classes in several related content areas in preparation to teach in the middle or high school. Two broadfield formats offer students the choice of having most of their course selections more focused in a single discipline or spread across disciplines. In the first format, the student takes 33 specified units in the area of political science, sociology, psychology, economics or geography and the remaining 21 units are taken in at least two of the other areas or history. In the second format, the student only takes the equivalent of a minor (24 units) in a single area with the remaining 33 units in other social studies areas. The History Department has recently designated its broadfield emphasis to be 33 specified units of history, with 9 units in a second social studies field and 12 units in a third. (See Appendix C for precise description of each area.)

Broadfield Social Studies majors are licensed by the Wisconsin Department of Public Instruction (DPI) to teach classes in any social studies discipline in middle school through high school 10th grade. High school classes at the junior or senior level that are considered honors or college preparation can only be taught in the teacher's emphasis area (at least the equivalent of a minor or 24 units).

The Elementary Social Studies minor, similarly, requires 30 units distributed across the various social studies discipline: nine credits of history, six credits of geography, and three credits from each of the other areas of social studies. A minor is required for middle childhood to early adolescence (grades 1-8) elementary education major.

B. List any special recognition that the program has received during the review period.

Dr. Nikki Mandell has procured a \$855,000 grant titled "Dialogues with Democracy" designed to bring fifty 4th through 10th grade history teachers together for continued development. This grant has involved faculty from the History Department and the Department of Curriculum and Instruction as well as participation and support of the State Historical Society and Cooperative Educational Service Agency (CESA) #2.

The grant provides educational experiences, resources, and travel for those teachers and has involved many faculty and staff members from the university.

C. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

The College of Education has instituted a Unit Assessment Plan (See Appendix B for a copy of the UAP) for all programs leading to licensure in response to the DPI requirements and in accordance with the principles of the National Council for Accreditation of Teacher Education (NCATE). This plan includes some elements that have been in place for a period of time such as application to professional education, successfully passing of the Pre-Professional Skills Tests, a minimum grade point average of 2.75, and completion of 350 hours spent with learners. In addition, the College of Education has recently begun assessment of students' professional development portfolios. All students applying for licensure after August 2004 need to successfully complete three phases of the portfolio in order to be certified for licensure. Also, the state of Wisconsin is now requiring teachers to pass a test in their licensed content area (Praxis II). A student majoring in any area of social studies is required to take the same broadfield social studies test, a tacit inference that the DPI prefers teachers to have a more diverse content background. Therefore, students majoring in a broadfield area would likely be more prepared for the exam than students majoring in one particular discipline.

Elementary majors are required to take tests in the areas of math, language arts, science, and social studies. Included in the required program for elementary majors content courses are two reading classes and two English classes, three math classes, and two science classes, but only one required social studies class of the students choice (social studies classes can, however, meet the western and nonwestern culture requirements). Therefore, students who would have the social studies minor would be especially well prepared for this test.

Finally, the one deficiency noted by the Wisconsin DPI during its review last year was the absence of data from alumni and employers. Though the Director of Field Experiences has regularly surveyed student teachers, cooperating teachers, and school administrators after the student teaching semester, this does not provide following up information on students after graduation. The university survey that is supposed to carry out that mission has been unable to provide data that would give meaningful feedback for programs. Therefore the College of Education, and other departments across the university, will be conducting those efforts independently.

II. Academic Assessment

A. Centrality

1. *Describe the centrality of the program to the mission and strategic plan of the University.*

The University of Wisconsin-Whitewater was first founded as a teacher education institution developing from a normal school to a state teachers college to a part of the state university system. As such, teacher preparation and support has been an integral part of the mission of UW-Whitewater. In addition, all College of Education programs support the strategic plan and mission of the university in several ways.

First, teacher education programs have been commended by NCATE and DPI for its commitment to diversity. This is done through efforts to recruit and retain minority and special needs students, curriculum that emphasizes and supports diversity, and numerous opportunities for studying or student teaching in other countries (Priority 4).

Second, faculty and staff in teacher education programs have employed technology frequently for instructional support, research and writing, information and advising, communication within and outside of the university, production of educational materials and lessons, and professional organization connections (Priority 2).

Third, all education students are required to participate in at least three different clinical experiences in area schools or other educational institutions. In addition, students are required to demonstrate volunteer or work hours with learners for admission to the College of Education. All of these help strengthen ties with community schools/agencies and educators in the field. These experiences provide an avenue to inform school and community professionals about programs available at the university. Many university students volunteer in area schools and community programs to meet their required hours for admission to the College, providing additional resources to those institutions (Priority 3 and 5).

Fourth, the university has indicated its commitment to cross-disciplinary teaching and learning through its general education requirements. The Broadfield Social Studies major and the Elementary Social Studies minor support this commitment by encouraging students to seek out knowledge in multiple areas as well as make connections among disciplines and synthesize the essence of multiple perspectives. This type of learning requires and demonstrates a higher level of understanding of the more complex nature of knowledge (Priority 1).

2. *Explain the relationship of the program to other programs at the University.*

The Broadfield Social Studies major resides in the individual departments in the College of Letters and Sciences, as does the Elementary Social Studies minor. Therefore, students in the broadfield programs must take classes from a variety of

disciplines in the College of Letters and Sciences as well as the College of Education. In addition, all education majors are required by DPI and the College of Education UAP to take a set of classes to develop a general studies background. These classes are taught in different departments and colleges across the campus, and many of the state requirements are satisfied by taking designated Core classes. The general education state requirements are: English literature and writing, mathematics, speech, biology, physical science, social studies, fine arts, western culture, and nonwestern culture. Additionally, secondary social studies majors are also required to take an economics course, an environmental course, and an art history course as part of each program. Elementary majors are also required to take a course on the environment (either BIOLOGY 214 or GEOGRAPHY 252). Therefore all the colleges share responsibility for preparing education students, as well as depend on, this population of students.

B. Program Goals and Assessment

1. *Describe the current program goals and objectives, plus any stated mission for the program itself.*

Goals and objectives for any education program fall into two different areas, content and pedagogy. The College of Education has adopted the Wisconsin Standards for Teacher Development and Licensure (WTS) as the basis for the pedagogical goals. These standards are further broken down into knowledge, skills and dispositions with respect to pedagogy and are covered predominantly in classes taught in the College of Education. Additionally, the state has designated content standards (on which the state tests are based) for each discipline. Each department in the university that has a licensable major has developed a matrix aligning courses and coursework with each of those content standards.

The WTS are (See Appendix D for the full listing of standards):

1. Teachers know the subject they are teaching.
2. Teachers know how children grow and develop.
3. Teachers understand that children have different backgrounds, needs and ways of learning.
4. Teachers know multiple methods and techniques of how to teach.
5. Teachers know how to design and manage a safe and supportive classroom atmosphere.
6. Teachers communicate well with various constituents.
7. Teachers are able to plan different types of lessons.
8. Teachers are able to use multiple forms of formal and informal assessment.
9. Teachers are able to reflect on their practice and self-evaluate.
10. Teachers are able to make connections with other educators and the community.

Additionally, the National Council for the Social Studies (NCSS) has identified

both content and pedagogical goals that align closely with the state standards adopted by the College of Education. The NCSS content standards fall into the following general categories that can be identified with specific disciplines within the social sciences (See Appendix D for a more detailed listing of performance objectives for each of the content standards as well as the departmental matrices that tie these areas to specific courses):

1. Culture and cultural diversity (geography, history, sociology, political science)
2. Time, continuity and change (geography, history, political science)
3. People, places and environment (sociology, geography)
4. Individual development and identity (psychology)
5. Individuals, groups and institutions (psychology, sociology, political science)
6. Power, authority and governance (history, political science)
7. Production, distribution and consumption (economics)
8. Science, technology and society (economics, history, sociology)
9. Global connections (history, sociology)
10. Civic ideals and practices (political science)

However, underlying those Standards, NCSS has identified “essential characteristics of powerful social studies” that are principles to be considered when teaching social studies. NCSS indicates that these principles of teaching are most consistent with a constructivist learning approach and, therefore, are also consistent with the conceptual framework of the College of Education UAP. These would be considered the “dispositions” for teaching. The characteristics are:

1. Social studies teaching and learning are powerful when they are meaningful.
2. Social studies teaching and learning are powerful when they are integrative.
3. Social studies teaching and learning are powerful when they are value-based.
4. Social studies teaching and learning are powerful when they are challenging.
5. Social studies teaching and learning are powerful when learning is active.

(See Appendix D for the listing and alignment of all standards, goals, and departmental matrices)

2. *Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goals/objectives and the curriculum.*

The integrative and diverse nature of a broadfield social studies major or minor makes it especially effective in meeting the goals, objectives and standards identified by the state, the College of Education, the individual departments, and the NCSS. One problem that may exist though is that students are able to choose from a variety of courses to meet specific program requirements even though they do not cover the same content. So it may be more difficult to anticipate where

gaps may exist in a broadfield program structure. The matrices completed by each department has helped to identify where various objectives are being covered in multiple courses and, therefore, provides key information for making adjustments in the programs. Additionally, the results of the social studies content tests will provide information about where the curriculum may need to be revised to better meet the required objectives. By examining the required elements in each program against all these expectations, it can be noted where any gaps may exist. Currently, it appears that objectives are being met, but plans for more closely examining the programs are beginning.

3. *Summarize the assessment data gathered during the review period. Include data from previous years for comparison.*

Earlier data gathered by each department tended to focus primarily on the either the pedagogical aspect (Curriculum and Instruction) or content of the major (Letters and Sciences departments) without being broken down with respect to only broadfield social studies versus all other majors or the elementary social studies minors compared with all other elementary majors. The current process of data collection in the College of Education will have the ability of breaking out information by each major and/or minor and will provide accumulated data on portfolio evaluation scores and cooperating teacher clinical evaluation scores. We hope to add PPST and content test scores to the database as well.

The first year of data collection, included here (See Appendix D), was a pilot year as it was not yet required by the DPI for certification. Scores on the portfolio assessment in the methods block (phase 3) and student teaching (phase 4) were not required to be passing, though we examined the results carefully. In spite of the lack of enthusiasm with which students greeted this additional, and unexpected, task, the vast majority of students appeared to put great effort into the portfolios. Seven out of 23 students had at least one measure on their phase 3 portfolio fall below the acceptable measure and only two out of 15 students completing their phase 4 portfolio received evaluations that would have resulted in failing scores with only one that was below expectations on most of the categories. On average, students' scores on most items were close to the proficient score of 3 (range of 2.37 to 2.87).

Similarly, scores statewide on the Praxis II content exam during this "no fault" year were used to determine the passing criteria score for the state. Our records indicate the percentage of students taking the social studies exam who would have failed had the established score been applied was about 24.4%. This was slightly better than the results in other programs but fairly consistent with results reported in other states where the test is also being used. Student comments support our assessment that few students, under this "safe" context, put much effort or study into preparing to take the test. We certainly expect that the scores from the most recent test will show a markedly different result. At this time there is no way to separate broadfield majors from other secondary social studies discipline majors

in the report, nor is there a way to distinguish the elementary major by minor in the test results. If content test scores are added to the College database, however, we should be able to make these comparisons. The reports we have at this time on the elementary content exam score are not broken down by subject area, so we are not able to compare how elementary social studies minors do on the social studies section to other elementary majors.

Additionally, various departments contributing to the broadfield social studies majors gather data through exit interviews, graduate surveys or employer surveys. For example, the Psychology Department tested 117 students (40 majors, 11 minors, and 66 non-majors) on psychology content with the following results:

	Mean Percent Correct	Range
Majors/Minors	50%	21%-68%
Non-Majors/Minors	43%	21%-62%

Alumni and employer surveys sent out by the university have not been able to provide any data for any of the content areas for the College of Education.

Specific results can be found in Appendix D.

4. *Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.*

The Broadfield Social Studies majors and Elementary Social Studies minor probably address this issue better than any other in the university. In addition to the fact that the majors require a broad area of study and understanding, students in the social studies education programs must have courses that cover economics, environmental issues, language and communication, western culture, nonwestern culture, special educational needs, fine arts, and two science disciplines. Besides simply providing a liberal education, which is valued and respected in today's society, the programs are especially focused on cultural diversity and awareness. Each program requires students to examine individual and group identities and interactions and how those play out historically. While this educational foundation is desirable for any college graduate, it is especially important for future educators who must understand, appreciate, celebrate, and accommodate for individual differences.

5. *Explain any changes in goals, objective, and/or curriculum that have occurred since the previous audit and review, including how the program has responded to the recommendations listed in the previous audit and review.*

As mentioned previously, the primary change to the education programs in this area has been in the adoption of the Wisconsin Teacher Standards and the

development of the College of Education Unit Assessment Plan. The NCSS standards continue to be used as the basis for instruction in the secondary and elementary social studies methods courses as reported in the last audit and review. The content matrices recently developed clearly identify goals and objectives of the programs and their alignment with courses and student learning outcomes. According to individual departmental audit and reviews, goal statements, and annual reports, all programs have made efforts or set goals to: 1) include more technology such as PowerPoint and on-line aspects of classes (Blackboard, D2L), 2) increase international experiences, and 3) improve advising.

Specifically, Psychology has eliminated the prerequisite of MATH 143 for the PSYCH 215 statistics course and requires only MATH 141. This means 3 fewer units for broadfield majors who wish to have psychology as an emphasis or subemphasis. Additionally, the History Department has decided to only use one format for the broadfield program that uses a less “scattered” approach. The decision was to provide more background in fewer areas while maintaining the same number of required units.

These efforts have met many of the program weaknesses cited by the previous audit and review. The UAP has provided a framework and a mechanism for gathering and analyzing assessments that should greatly improve our ability to use data as a basis for program improvement.

6. *Discuss potential revisions to the curriculum that you foresee over the next review period in view of the projected trends in employment and the development of new technologies, etc..*

After working groups composed of representatives from each content area in social studies and Curriculum and Instruction were organized to produce the matrices of objects and their coordination with courses and student learning assessment, that group reconvened to prepare for this audit and review report. We reiterate the recommendation of the last audit and review that a formalized procedure be developed to create a cross-disciplinary panel to continue to oversee this program. Especially given the large number of students trying to get into the limited licensure program and the low demand for graduates, this panel may want to examine the curriculum and the program structure.

This committee may want to also examine the Elementary Social Studies minor. As mentioned in the previous audit and review, there are very few students choosing this minor in spite of the strong academic background it provides. The primary reason may be the 30 unit requirement (in contrast to the 22 to 24 units for most other minors) in an already credit heavy major, especially in light of the unit cap recently identified by the university.

C. Assessment of Student Learning/Outcomes

1. *State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.*

This information is clearly defined on the individual departmental matrices that identify state and in some cases professional organization content standards and indicate each class where those concepts/skills are taught and how that knowledge is being assessed.

See Appendix D

2. *Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.*

Data collection has been described earlier in this document. To repeat, the main assessment techniques for all education majors are: class tests, papers, projects and performances; proficiency and content tests (Praxis I and II); portfolio assessment; university supervisor observations/evaluations; and cooperating teacher evaluations. Currently portfolio scores and cooperating teacher evaluation ratings are compiled in a college data bank that can be broken out by major and/or minor. We are hoping to be able to also add the content test (Praxis II) scores to the database as well at some point. This should provide a comprehensive and longitudinal look at individual student work as well as the ability to look at aggregated data and trends. Initial data from the phase 3 and 4 portfolio scores and the first set of scores from the Praxis II, both of which are considered “no fault” are found in Appendix D.

All programs had been informed that the university would provide follow-up data from alumni and employers for use in audit and reviews. However, none of the departments or either of the programs has ever received any data for analysis. The College of Education is currently developing independent surveys of graduates and school employers, as this is required by the DPI and NCATE reviews, to compensate for the lack of information provided by the university. Individual departments have collected data from graduating senior in the form of surveys or exit interviews. A copy of the analysis of surveys by the Political Science Department can be found in Appendix D.

3. *Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, do so.*

In addition to the scores from the pilot year of the student portfolios and the no fault content test mentioned earlier, students are first required to pass the PPST (PRAXIS I) and achieve a grade point of 2.75 for admission to the College of Education. Because of the intense competition for admission to the social studies program, students’ grade point averages have had to be at the level of a 3.4 or

above to gain a spot in the licensure program. This, then, is the reflection of the excellent performance in students' general education and content courses. The elementary education program is also quite competitive and generally students have close to a 3.0 GPA at admission. Therefore every student in both the Broadfield Social Studies and Elementary Education programs has demonstrated considerable competence as they enter the licensure program.

Within the set of professional education requirements, teacher education students have always been evaluated on their teaching performances in three different experiences and at least two different schooling levels. These evaluations are conducted using the WTS as a focus and are scored on a basis from unacceptable (0) to performance at a level of an experienced teacher (4). In the past these evaluations have not been analyzed at each program level, but this will be possible under the new UAP. As a total, Whitewater students have received very high ratings by cooperating teachers averaging better than a 3 or at the level of a competent beginning teacher.

4. *Explain how individual courses are related to the student performance objectives.*

Again, this information can be found in the matrices provided by each department, which lists student activities and assessments meeting each standard within classes.

See Appendix D

5. *Discuss potential revisions to the curriculum that you foresee over the next review period based on the results of assessment of performance objectives.*

The most significant finding to come from the first year of assessment of student portfolios, which is consistent with findings across the university, was that writing skills are generally weak. The College of Education has set a goal of working with Letters and Science and the Learn Center to look at comprehensive instructional and curricular changes to address this deficiency. Similarly, the portfolio process has demonstrated that students are also having difficulty with the reflective aspects of the portfolio. Although students are required to share reflective thoughts about their experience in student teaching, they are having difficulty writing truly reflective statements throughout their program. The Department of Curriculum and Instruction has been discussing the ways in which we might provide guidance, models, and opportunities to do more reflection within classes. Finally as stated earlier, more curricular changes may come about as a result of analyzing the content test scores in the future.

D. List any dual-listed courses and indicate how course content, pedagogical processes, assignments, etc. create different educational learning experiences for graduate and undergraduate students.

Unless noted elsewhere, the primary difference in course expectations for undergraduate and graduate students involve more research and writing on literature in the field, more in depth reflection and effort in writings, and additional assignments. Though post-baccalaureate candidates for licensure rarely complete masters' degrees with their licensure, they are eligible to take these courses at the graduate level to earn credits toward a master's degree at a later time. There have been no students completing the licensure under graduate status in either secondary or elementary social studies in many years. However, given the influx of post-baccalaureate candidates this may be a possibility in the near future. The information listed in Appendix D1 provides the information on dual listed courses supplied by each of the various departments.

E. Program Improvement Resulting from Assessment Efforts

- 1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to data collected during the review period.*

Much of this has been mentioned earlier in the report, but to recap, the UAP requires assessment at multiple stages of the program and uses multiple assessment measures. All licensure programs continue to require three clinical experiences with cooperating teacher evaluations, a minimum grade point average, passing the PPST, specific educational course sequence, and demonstrated hours with learners. To this, the College has added the requirements of portfolio assessment at three stages in the program and the content exam as additional measures and has instituted a more formal procedure to gather, analyze, and use this data for program improvement.

See Appendix D for the data on portfolio and Praxis II as well as Senior Survey information.

- 2. Indicate how the program has responded to recommendations relevant to assessment of students' learning from the most recent Audit and Review Evaluation Report.*

Though this information has also been addressed in other parts of this report, these are the actions taken since the last audit and review: formation of the UAP and the database of collected student learning and performance assessments; all programs and courses are aligned with standards and student performances; formation of advisory boards both for the Curriculum and Instruction and some of the content departments; formation of committees within the College of Education to analyze data and suggest program improvement; and formalized student phase

meetings to communicate expectations, gather input, and share feedback on assessment data.

F. Information shared with Constituencies: Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts (orientation meetings, departmental newsletters, etc.)

Program assessment is shared with faculty through a committee structure within departments and the College of Education and is identified in the UAP. During the process of developing the matrices, cross-college committees were set up to look at the objectives and information was shared within those groups. A mechanism still needs to be put in place to ensure this communication continues. Students are regularly informed of changes, updates, and actions through a series of required meetings and through the College website that is being diligently maintained. Finally, the Department of Curriculum and Instruction has formed an advisory board and a social studies educator is currently a member. This board is another avenue for providing information to the surrounding school districts and get input and feedback from them on our programs.

III. Enrollment

A. Trend Data

- 1. Number of students enrolled each fall for each of the past five years.*
- 2. Number of degrees granted each year for the past five years.*
- 3. Average number of total credits completed by those earning degrees for each year of the past five years if the program is an undergraduate. If over 120 credits, provide and explanation of the program elements that require credit accumulation in excess of that number.*

All secondary social studies education students need to complete 42 units to meet licensing requirements, though six of those units may also count in the broadfield major and university general education units, more than non-education majors. This means that these students must graduate with more than 120 units in order to be certified for a state teaching license. Similarly, elementary majors with a social studies minor must complete a 34 unit major, the 30 unit minor, 36 licensure units, and 6 credits of unique requirements, though 15 of those units could also be counted toward general education units. In essence, all education majors carry the equivalent of a double major plus a minor.

- 4. Student placement information.*

See Appendix E

B. Demand for graduates

1. Acceptance into graduate programs and employment;

The Office of Career Services keeps track of this information through contact with graduating seniors and from information provided by faculty/staff in programs. Though it has not been possible to gather information from all graduates of the programs, those that have been reported indicate a far higher placement rate than the state average or the expectations of the job market.

See Appendix E for Career Services information

2. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or

According to the 2003 Supply and Demand report from the Wisconsin Department of Public Instruction and the 2004 Job Search Handbook for Educator, the demand for social studies teacher is low in the state. The DPI uses a variety of means to identify the demand including the number of applicants per job vacancies and the number of emergency licenses awarded. However, looking at the placement data collected from Career Services from the 1999-2003 there were 30 graduates in all broadfield social studies fields. Of those, 20 responded to the Career Services inquiry and 16 were employed in a teaching position and one was in graduate school with only a 15% unemployment rate for those reporting. This appears to support anecdotal records by faculty that indicate that UW-Whitewater students are hired at a rate higher than the need indicated by the DPI statistics.

See Appendix E

3. Other indicators of employment trends.

According to the Job Search Handbook for Educators, compiled by the American Association for Employment in Education, Inc., Social Studies Education is considered to have “some surplus” both in the Midwest area and nationally, though there seems to be a better outlook in the Rocky Mountain, southeastern, Hawaii and Alaska regions. See Appendix E

4. If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc. upon the attainment of the degree.

Not applicable

C. Accreditation

- 1. Identify the role of program accreditation for employment of graduates or program continuation.*
- 2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.*

The College of Education is accredited by NCATE and the Wisconsin DPI, the most recent reviews for both being in March of 2004. Whitewater has been endorsed by both, passing all standards with only some minor weaknesses. While the NCATE accreditation is an honor that has been held by UW-Whitewater since 1963, accreditation by the DPI is necessary for our graduates to be licensed in the state of Wisconsin and, therefore, employed in the state. Accreditation by NCATE may be influential for graduates seeking employment in other states where that accreditation is either required or preferred. Another advantage of the NCATE accreditation is that the audit is conducted by professionals from outside the state. This brings not only a more objective aspect to the review but allows for a national comparison, making a successful review an asset for graduates who remain in the state or move to another.

D. Location Advantage

UW-Whitewater's location is a great advantage for our students and graduates for several reasons. First, the location between Milwaukee and Madison and close to Chicago is a draw for quality faculty and staff for research and service opportunities as well as "quality of life" living conditions. Second, the location affords opportunities for students to be placed in schools that are urban, suburban, and rural within a reasonable driving area. This also allows university students to be able to have experiences working with diverse populations, programs, and school structures. Third, the many school districts in the immediate area (CESA #2 has 75 districts in its consortium) have allowed us to engage in many cooperative efforts with the schools and school personnel such as the Dialogues with Democracy grant directed by Dr. Mandell, the C & I Advisory Committee, and various work study trips to foreign countries. For example, Dr. Hartwick will be conducting a special field study to Jamaica over Winterim, and social studies and elementary majors regularly participate in student teaching opportunities in Australia.

E. Comparative Advantage

- 1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges or universities in*

Wisconsin, and/or elements that contribute to the program having a competitive edge.

There are not any specific features of the Broadfield Social Studies majors That are unique to Whitewater in any formal sense. However, there are several characteristics to the programs at Whitewater that appear to give students an edge in the job market. 1) The faculty and staff from each of the departments has worked to provide a clear framework for how courses and course work meet state and professional requirements and standards. 2) Faculty and staff across departments and colleges have worked together to understand changes in the teacher preparation and licensing, creating better communication with and for students as well as improving the advising before and after admission to the College of Education. 3) The university's commitment to cross-disciplinary instruction, international study, reflection and critical thinking, and social activism clearly supports and is supported by the education program. 4) Faculty and staff in both Letters and Science and Education are consistent in advising students that a broadfield major would be the most marketable choice. 5) The stiff competition for the program means that the students accepted into the program have high GPAs and a strong commitment to the profession. 6) Whitewater has a strong reputation in the community for excellence in the field of education that has been evident in discussions with advisory groups, focus groups of educators in the field, and surveys conducted by the Director of Field Experiences.

F. Community Impact

1. *Discuss the impact that the program has on the community and/or region. Factors to consider: Involvement of students and/or faculty in the region; utilization of the program by consumers; and/or support by regional constituencies.*

Special projects that were identified by departments:

Political Science: Kyle Lecture Series—bringing speakers to campus; department members provide speakers and recruit students to serve as counselors for the World Affairs Seminar; faculty members serve on local boards such as fire/police commissions, literary services, and public school committees; faculty are regularly interviewed or participants in media reports including a program, The Political Science Forum, on WUSW; a department faculty member coordinates the Fairhaven Lecture Series and other faculty contribute regularly; student internships and other field experiences.

Psychology: introduction of a mentoring program for Whitewater Middle School students.

Economics: a faculty member directs the Economics Education Panel that provides information, training, and resources to area teachers;

History: the Dialogues with Democracy grant provides information, training, and resources to area history teachers but also has impact on the state through the Historical Society.

Sociology:

Geography: conducted three travel tours; faculty have taken leadership roles in various professional organizations such as the Wisconsin Geographical Society, the International Paleopedology Symposium, and the Paleontological Society;

IV. Resource Availability and Development

Faculty and staff information (for A, B, C, and E below) that was provided by various departments can be found in Appendix F

A. Faculty and Staff Characteristics

B. Teaching and Learning Enhancement

C. Research and Other Scholarly/Creative Activities

D. External Funding

Dr. Nikki Mandell—\$855,000 Dialogues with Democracy

Dr. Howard Botts—\$350,000 3-year grant to create a National Fire Station Database

Dr. Katharina Heyning—\$16,000 electric portfolio implementation

E. Professional and Public Service

F. Resources for Student in the Program: Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include: number of students per faculty member, amount budgeted to student help, capital, supplies/services, etc.

The primary limiting factor for the secondary Broadfield Social Studies program is the faculty resource allotted to this program. James Hartwick, the current coordinator of the secondary program, has responsibility for licensure advising, teaching methods, and supervising clinical experiences for all students admitted to any social studies education major as well as the broadfield major. This means that only 18 students total from any of those programs are admitted to professional education in any single academic year as that is the number of students that can be supervised in two different clinical experiences along with the other teaching responsibilities. However, the College of Education admission policy had guaranteed admission to any student who had all other requirements and had a GPA of 3.4 or above. This resulted in many more students being admitted than resources allowed, causing the College to rescind the guarantee. This makes the process highly competitive for students and means that many social studies majors do not get admitted to professional education, setting up incredibly difficult advising situations for both Mr. Hartwick and the content department advisors. Additionally, since all secondary social studies minors must take a social studies methods course as well as one

in their major to be licensed to teach their minor, the methods course is frequently over-enrolled.

Similarly, all elementary majors must take a methods course in how to teach social studies. The Curriculum and Instruction Department has allotted 50% FTE in fall and 25% in spring to teaching these courses and teach at least one section each summer. The department has, on several occasions, needed to fund another section through the extension to meet the demand. This has meant hiring adjunct faculty at times and adding sections at the expense of departmental graduate offerings.

G. Facilities, Equipment, and Library Holdings

The department is currently working with the library to systematically update and organize educational texts, resources and materials. Each program will be evaluated by the library liaison and that person will work with the education specialists in Curriculum and Instruction in this process. The C & I department is conscientious and intentional in its library orders and special care has been taken to improve the holdings in social studies.

Winther Hall, where most education and psychology classes are held, has been part of the university efforts to update and upgrade classrooms. Most of the classrooms in the building are equipped with technology systems that have computers, include audio-visual equipment, and link to the internet. However, rooms are overcrowded for the size of classes necessary to meet student demands in both secondary and elementary methods classes. The opportunity for Letters and Sciences to move into Carlson Hall would be a great improvement in having classes centralized for students and faculty in the social sciences area and leave additional office and classroom space in Winther Hall.

Dual (graduate/undergraduate) Courses Available in the Broadfield Social Studies Major or the Elementary Social Studies Minor

SECNDED 430/630 Teaching Social Studies in the Secondary/Middle School

Graduate students are required to do a literature review of secondary social studies journals, provide more in depth and detailed reflective writings, and include more adaptations within lesson plans.

GEOGRPY 377/577 Remote Sensing of the Environment

GEOGRPY 410/610 Physiography of North America

GEOGRPY 420/620 Human Climate Interactions

GEOGRPY 440/640 Applied GIS: Applications for Business and Industry

GEOGRPY444/644 Urban Land Use Planning

GEOGRPY 452/652 Cultural Ecology and Sustainable Development

GEOGRPY 490/690 Workshop

GEOGRPY 496/696 Special Studies

HISTORY 380/580 Germany and Central Europe to 1815

HISTORY 381/581 Modern Germany

HISTORY 401/601 Diplomatic History of the US Since 1898

HISTORY 403/603 History of the American West

HISTORY 432/632 Banditry, Rebellion and Revolution in Modern China

HISTORY 433/633 Twentieth Century Japan

HISTORY 451/651 Ancient Civilization\

HISTORY 452/652 Medieval Civilization

HISTORY 455/655 Studies in Social and Cultural History

HISTORY 460/660 History of Twentieth Century Europe

HISTORY 490/690 Workshop

HISTORY 496-696 Special Studies

POLISCI 357/557 Public Opinion and Political Behavior

POLISCI 360/560 Resources for Legal Research

POLISCI 411/611 Modern Political Thought

POLISCI 412/612 Contemporary Political Thought

POLISCI 413/613 Constitutional Law

POLISCI 414/614 The Constitution and Civil Liberties

POLISCI 415/615 Criminal Justice and the Constitution

POLISCI 419/619 The Judicial Process

POLISCI 420/620 American Political Thought

POLISCI 421/621 Public Personnel Administration

POLISCI 430/630 Formation of Public Policy

POLISCI 440/640 The Politics of Government Budgeting

POLISCI 446/646 Politics of the Metropolis

POLISCI 457/657 American Foreign Policy

POLISCI 460/660 Government and Politics of Asia

POLISCI 461/661 Government and Politics of Africa

POLISCI 462/662 Social Welfare Policy

POLISCI 463/663 Peace Studies: Conflict Resolution and Crises Management

POLISCI 471/671 government and Politics in the Middle East

POLISCI 489/689 Seminar in Public Administrations

POLISCI 490/690 Workshop

POLISCI 496/696 Special Studies

PSYCH 345/545 Abnormal Psychology

Most recently graduate students contracted for customized graduate level study most relevant to their professional career goals. For example, students might prepare fictional biographical sketches of persons with certain disorders, sketches that had more depth than those prepared by undergraduates, or graduate students might gain more diagnostic practice by, for example, engaging in a higher number of in-class role plays than were required of undergraduates.

PSYCH 394/595 Directed Research in Psychology

No students have enrolled at the graduate level for several years.

PSYCH 415/615 Research Design

Graduate students are required to prepare a research proposal including a review of relevant background literature, a description of the research design and analysis plans, and a discussion of expected results and their significance. This course is no longer part of the School Psychology Program requirements.

PSYCH 420/620 Foundations of Professional School
Psychology

Graduate students take part in an observation and participation field School Psychology experience in the mentor program, and must also take part in a case study discussion of a timely issue relevant to School Psychology legal issues.

PSYCH 424/624 Human Learning

In addition to preparing a comprehensive literature review on a topic of their choice related to learning, graduate students prepare an applied product of their choosing, based on their literature review (e.g., in-service presentation & activities; materials to be used by parents, teachers or students; a website with appropriate and functional links & information; etc.). The product is to be directly relevant and useable in the students' future positions as school psychologists. Graduate students also present their product to the class, explaining why they chose the topic, how they designed the product, who the target audience is, and demonstrating how the product will be used.

PSYCH 440/640 Psychological Tests & Measurements

This course has not been offered for 3 years. Previous distinction – graduate students must

	learn and administer tests of the type that they would administer and interpret in practice.
PSYCH 444/644 Principles of Behavior Modification	Graduate students are required to complete the following assignment not required of undergraduates: A case study and intervention design.
PSYCH 446/646 Introduction to Clinical Psychology	No graduate students have enrolled in this course for several years.
PSYCH 451/651 Interpersonal Relations & Social Interactions	No graduate students have enrolled in this course for several years.
PSYCH 480/680 School Violence and Crisis Management	Graduate students have additional readings from the research literature (which are covered on exam), plus a review of three articles on profiling for school shooters.
PSYCH 486/686 Interview & Psychotherapy Techniques	Graduate students are assigned additional outside reading. They must review several papers related to some therapy outcome or process issue, whereas undergraduates review only one paper. Graduate students are expected to exhibit more mature analytical and integrative thinking skills in preparing their reviews.
PSYCH 489/689 Family Therapy	Graduate students are assigned additional reading (primary sources) and make an individualized project contract. Projects may be a review of the literature with regard to a particular model of family therapy or preparation of a presentation (including skills demonstration) of a particular model of family therapy.
PSYCH 490/690 Workshop	This course has not been offered in several years.
PSYCH 496/696 Special Studies in Psychology	The only Special Studies offerings have been at the 700 level and restricted to graduate enrollment only. No dual-level Special Studies courses have been offered.
SOCIOLGY 355/555 Social Psychology	
SOCIOLGY 362/562 Population Dynamics	
SOCIOLGY 370/570 Juvenile Delinquency	

SOCIOLGY 372/572 White-Collar Crime

SOCIOLGY 380/580 Organizations and Society

SOCIOLGY 388/588 The Holocaust: Nazi Germany & the Genocide of the Jews

SOCIOLGY 410/610 Sociology of Health and Illness

SOCIOLGY 451/651 Social Stratification and Social Inequality

SOCIOLGY 455/655 Sociology of the Family

SOCIOLGY 459/659 Processes and Patterns of Racial/Ethnic Inequality

SOCIOLGY 465/665 Extraordinary Groups: The sociology of Intentional communities

SOCIOLGY 475/675 Contemporary sociological Theory

SOCIOLGY 476/676 Methods of Social Research

SOCIOLGY 490/690 Workshop

SOCIOLGY 496/696 Special Studies