



**NEW/REVISED PROGRAM
SOCIAL STUDIES EDUCATION**
(2017 STANDARDS)

**INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING
CONDITION(S) SHOULD USE THIS APPLICATION:**

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)

Please check the area below that applies:

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:** _____

2. **Program Name:** _____

Program
3. **Compiler:** _____

Date of
4. **Submission:** _____

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A NEW PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- Program Plan of Study that provides:
 - Coursework required of all candidates
 - Clear information about the sequence in which candidates take courses
 - Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:

Standard	Course(s)	Course Description(s)
<p><i>Standard 1. Content Knowledge</i></p> <p><i>Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.</i></p>		
<p>1.1 Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.</p>		
<p>1.2 Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.</p>		
<p>1.3 Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.</p>		
<p><i>Standard 2. Application of Content through Planning</i></p> <p><i>Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</i></p>		
<p>2.1 Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.</p>		

Standard	Course(s)	Course Description(s)
<p>2.2 Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.</p>		
<p>2.3 Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.</p>		
<p>2.4 Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.</p>		
<p>2.5 Candidates plan learning sequences that use technology to foster civic competence.</p>		
<p><i>Standard 3. Design and Implementation of Instruction and Assessment</i></p> <p><i>Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.</i></p>		
<p>3.1 Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</p>		
<p>3.2 Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and</p>		

Standard	Course(s)	Course Description(s)
demonstrate alignment with state-required content standards.		
3.3 Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.		
3.4 Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.		
3.5 Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.		
<p><i>Standard 4. Social Studies and Learning</i></p> <p><i>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.</i></p>		
4.1 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.		

Standard	Course(s)	Course Description(s)
<p>4.2 Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.</p>		
<p>4.3 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>		
<p><i>Standard 5. Professional Responsibility and Informed Action</i></p> <p><i>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.</i></p>		
<p>5.1 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>5.2 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>5.3 Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.</p>		