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# The University of Georgia

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College of Education  
School of Teacher Education  
*Department of Elementary Education*

June 28, 2004

Dean Louis A. Castenell, Jr.  
College of Education  
The University of Georgia  
G-2 Aderhold Hall  
Athens, GA 30602

Dear Dean Castenell:

Please consider this as a request from the Department of Elementary Education to dissolve our unit. On Monday, June 28, 2004 the written vote to dissolve the department was 9 yes, 0 No, 1 Abstention. These written ballots are on file in the Department of Elementary Education as documentation if needed. In addition to these 10 votes (representing 10 eligible faculty members), the other 3 eligible faculty members, who did not vote, are represented as 1 on emergency medical leave and 2 not on contract this summer.

The vote to dissolve the department is based on the assumption that all courses, programs, and majors in the Department of Elementary Education will be transferred to the proposed new Department of Elementary and Social Studies Education. No curricular changes accompany this request to dissolve the department.

Sincerely,

Brenda H. Manning  
Professor Emeritus and Interim Department Head

BHM/sb



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# The University of Georgia

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College of Education  
*Department of Social Science Education*  
School of Teacher Education

June 22, 2004

To: Louis A. Castenell Jr., Dean, College of Education

From: Kathleen de Marrais, Department Head, Social Science Education

Re: Dissolution of the Department of Social Science Education

Please consider this as a request from the Department of Social Science Education to voluntarily dissolve. On April 16, 2004 the vote of the departmental faculty to dissolve in order to merge with the Departments of Science Education and Mathematics Education was as follows:

Yes -	5 (including dept. head)
No -	0
Abstain -	0

Since that time, the department has unanimously decided to pursue a new merge with the Department of Elementary Education. The faculty continues to support dissolving the Department of Social Science Education to merge into a new department of Elementary and Social Science Education. The dissolution of the current department is based on the assumption that all courses, programs and majors in the Department of Social Science Education will be transferred to the proposed new Department of Elementary and Social Studies Education. No curricular changes accompany this request to dissolve the department.

## NAME CHANGE JUSTIFICATION FORM

School/College: College of Education

Name: N/A

Proposed Name: N/A

**Department Name Changes:**

Current Department Name:  
Department of Elementary Education

Proposed Department Name:  
Department of Elementary and Social Studies Education

Department of Social Science Education

Department of Elementary and Social Studies Education

**Major Name Changes:**

Current Major Name:	Degree:	Proposed Major:	Degree:
<u>Elementary Education</u>	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

<u>Early Childhood Education</u>	<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>B.S.F.C.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

<u>Middle School Education</u>	<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

<u>Social Science Education</u>	<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.D.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

**Minor Name Change:**

Current Minor Name:	Degree:	Proposed Minor Name:	Degree:
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

**Prefix Changes**

A prefix change package should be submitted after name change has been approved.

Current Prefix:	Department:	Proposed Prefix:	Department:
EDEL	<u>Elementary</u>	<u>N/A</u>	<u>N/A</u>
EDEC	<u>Early Childhood</u>	<u>N/A</u>	<u>N/A</u>
EDMS	<u>Middle School</u>	<u>N/A</u>	<u>N/A</u>
ESOC	<u>Social Science</u>	<u>N/A</u>	<u>N/A</u>

**JUSTIFICATION:** See Attached



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# The University of Georgia

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College of Education  
School of Teacher Education  
*Department of Elementary Education*

June 17, 2004

Louis A. Castenell, Jr., Dean  
College of Education  
The University of Georgia  
G-3 Aderhold Hall  
Athens, GA 30602

Dear Dean Castenell:

On behalf of our two Departments and the League of Professional Schools, we are submitting this request to form the Department of Elementary and Social Studies Education in the newly restructured College of Education.

During the past several weeks, faculty and staff members and department heads of these two departments considered the proposal. The department heads spoke to all available faculty members in the two departments and found support for this merger (Social Science Education – 5 in support of the merger, with none opposed; Elementary Education – 12 in support of the merger, with none opposed).

While the faculty and staff have had little time to develop the proposed Department's mission, culture, policies, and procedures, we believe that the merger has academic soundness and promises to engage faculty in interesting and innovative collaborations with one another across teacher education programs at the early childhood, middle school, and high school levels. We look forward to a future of mutually supportive work together as a Department.

Sincerely yours,

Brenda H. Manning  
Professor and Interim Head  
Elementary Education

Kathleen B. deMarrais  
Professor and Head  
Social Science Education

## **MERGER PROPOSAL**

### **Elementary Education (with the League of Professional Schools) and Social Science Education**

#### **Proposed Name of New Department:**

Department of Elementary and Social Studies Education

#### **Current Departments and Programs Affected:**

Department of Elementary Education  
Social Science Education  
League of Professional Schools

#### **Academic Rationale for Merger:**

Substantial synergies are created by this merger that strengthens each individual program and the College as a whole. First, this new department brings together two units that provide undergraduate and graduate preparation for teachers at the elementary, middle, and high school level. The faculty of the two combined departments represents all content areas in the curriculum (reading, language arts, mathematics, science, and social studies) with potential for more curriculum integration across the programs. In addition, they are both high demand majors with the challenges of responding to the needs of the state while preserving the academic strengths of the programs. The combined departments can assist each other in ensuring fair and consistent application procedures and admission decisions in the face of extreme demand on both programs. Both departments are well-respected in their fields and highly ranked nationally. The National Council for Social Studies (NCSS) defines social studies as:

the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science,

psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues--such as health care, crime, and foreign policy--are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education.

These characteristics are the key defining aspects of social studies.

The new department will bring together a focus on the role of social studies as the core of the integrative curriculum for elementary education. Social studies serves as the foundation for the early childhood program at Bank Street College, a very highly respected teacher education program. It is informed by developmental interaction approaches that include reflective practice, democratic education, and other progressive schools of thought (Goffin & Goffin, 2001). "In the Bank Street model social studies has long provided a vehicle for integrating themes of concern and subject matter knowledge" (Goffin & Goffin, 2001, p. 89).

The current Department of Social Science Education already contributes social studies courses to the early childhood and middle school programs each semester (at least 5 courses per year). The faculty value the progressive approaches to teacher education that are evident in the Bank Street model of early childhood education, offering courses in citizenship education and democratic education. Notions of reflective practice are infused throughout all programs offered by these two departments and serve as a key component of the work of the League for Professional Schools.

The League of Professional Schools has long been highly regarded as a leader in school-wide democratic renewal. Since its establishment in 1989, it was a freestanding program within the college. Due to extensive collaborations already underway with faculty in Elementary Education, it was officially voted to be a unit within the Department of Elementary Education. The League would remain in the newly formed Department of Elementary and Social Studies Education as a highly valued component. The League of Professional Schools offers a unique link to assist these two departments to grow together as an integrated, collaborative group. The League offers a network of 30 schools (2 high schools, 3 middle schools, and 25 elementary schools) that emphasize principles of democratic learning and democratic classrooms. Democratic

learning promotes students' skills and attitudes necessary to be contributing citizens in a democratic society. The League Schools offer excellent sites for field experiences for students in the new department, as well as opportunities for unique blending of teaching, research, and service. During the fall 2003 semester, one faculty member in Social Science Education co-taught a course in democratic education with a member of the League of Professional Schools. And a member of the League has frequently taught in the Middle School and Social Science programs. In addition, faculty members in Elementary Education have collaborated with League faculty on innovations in education, such as the League Fellows Program and Critical Friends Groups. Hence, working relationships across units have already been established and will be facilitated and enhanced by being together in one academic/administrative unit.

Programs in the two departments have been engaged in technology integration including courses in simulations, the implementation of electronic portfolios and are moving toward implementing web-based tools to support curriculum development, lesson planning, and professional entry in to the teaching profession. We see this technology integration as a strength that could be further developed by the proposed merger.

While the faculty and staff have had little time to develop the proposed Department's mission, culture, policies, and procedures, we believe the merger has academic soundness and promises to engage faculty in interesting and important collaborations with one another across teacher education programs at the early childhood, middle school, and high school levels. In sum, the faculty members in both departments look forward to the professional opportunities and to the creative innovation and improvements in teaching and teacher education made possible by this merger.

**Degree Options in the Proposed Department:**

B.S.Ed. in Social Science Education  
B.S.Ed. in Early Childhood Education  
B.S.Ed. in Middle School Education

M.Ed. in Social Science Education  
M.Ed. in Early Childhood Education  
M.Ed. in Middle School Education

Ed.S. in Social Science Education  
Ed.S. in Early Childhood Education  
Ed.S. in Middle School Education

Ed.D. in Social Science Education  
Ph.D. in Social Science Education  
Ph.D. in Elementary Education  
Ph.D. in Early Childhood Education  
Ph.D. in Middle School Education

**Majors (Fall 2003):**

Social Science Education

88 undergraduate students  
44 graduate majors

Elementary Education

288 undergraduate majors (94 in middle school; 194 in early childhood)  
163 graduate majors (44 in middle school; 100 in early childhood; 19 in elementary)

Totals

Combined Undergraduate: 376  
Combined Graduate: 307

**Overall Total Number of Students -- 683**



**Faculty in the Proposed Department:**

This new Department will be composed of the faculty from the Department of Elementary Education (14) and Social Science Education (4), and the League of Professional Schools (3).

Social Science Education

1. John Napier, Professor
2. Ronald VanSickle, Professor
3. John Hoge, Associate Professor
4. Todd Dinkelman, Assistant Professor

Elementary Education

Early Childhood Education

1. Penelope Oldfather, Professor
2. Deborah Tippins, Professor (50%)
3. Martha Alleksaht-Snider, Associate Professor
4. Claire Hamilton, Associate Professor
5. Stacey Neuharth-Pritchett, Associate Professor
6. George Stanic, Associate Professor
7. Betty Bisplinghoff, Assistant Professor
8. Cheryl Fields-Smith, Assistant Professor
9. Kyunghwa Lee, Assistant Professor
10. Julia Reguero de Atilas, Senior Academic Professional (50%)
11. Beth Tolley, Lecturer

Middle School Education

12. Denise Glynn, Professor
13. Laurie Hart, Professor
14. Gayle Andrews, Assistant Professor

League of Professional Schools

1. Frances Hensley, Director, Program for School Improvement, Public Service Professional
2. Lewis Allen, Co-Director, Academic Professional
3. Katherine Thompson, Co-Director, Public Service Professional

**Staff in the Current Departments:**

Social Science Education

1. Dianne Parham, Office Manager, Social Science Education
2. Betsy Burton, Degree Program Specialist (Temporary), Social Science Education

Elementary Education

1. Stephanie Bales, Office Manager, Elementary Education
2. Holly Coder, Administrative Secretary, Elementary Education
3. Susan Bales, Administrative Secretary (Temporary), Elementary Education
4. Freida Thornton, Program Specialist, Elementary Education
5. Joyce Brown, Academic Advisor (50%), Elementary Education

League of Professional Schools

1. Vickie Scotland, Program Specialist, League of Professional Schools

**Reference:**

Goffin, S. G., & Goffin, C. W. (2001). *Curriculum models and early childhood education: Appraising the relationship*. Upper Saddle River, NJ: Merrill Prentice Hall.