

Section I – Context

1. Description of any state or institutional policies that may influence the application of NCSS standards.

The Secondary Social Studies Education program at Keene State College prepares teacher candidates for certification to teach social studies in New Hampshire in grades 5-12. New Hampshire is not a partnership state with the National Council for Accreditation of Teacher Education (NCATE) nor does it require meeting National Council for the Social Studies (NCSS) standards for state program accreditation or licensure. The New Hampshire Department of Education requires for licensure the passing of the Pre-Professional Skills Exam (PRAXIS I) with the following minimal scores: Reading (172), Math (170) and Writing (171) and with a composite total of 518 for all who seek teacher certification. The state of New Hampshire also requires that all candidates who seek licensure pass the PRAXIS II, Social Studies Content Knowledge (0081) and Social Studies Analytical Essays (0082) with a minimum score of 155 for both assessments. Since New Hampshire is a member of the Interstate Certification Contract, Keene State College graduates are eligible to earn certification in other Contract states as well.

In June, 2005, the Secondary Social Studies program at Keene State College was reviewed and approved by the state's accrediting body—the NH Council of Teacher Education. In New Hampshire the only certification in the area of Social Studies is the comprehensive Social Studies certification and not the individual disciplines within the Social Studies (i.e., history, geography, economics, government, etc.) In order to meet licensure requirements, New Hampshire requires candidates to demonstrate competencies in areas of Social Studies content, as well as pedagogy and professionalism related to the Social Studies. In the area of content, New Hampshire requires an “in-depth” understanding of at least two of the major disciplines (history, civics/government, geography, and economics), and the “methodology” of at least one of the disciplines. This is also expected from at least one of the behavioral sciences (anthropology, sociology, and psychology). The rationale and importance of all these disciplines is expected. New Hampshire also requires competencies be met within the Social Studies pedagogy and professionalism.

At the institutional level, a teacher candidate in Secondary Social Studies education may follow four different pathways toward a recommendation from Keene State College for licensure. A Secondary Social Studies teacher candidate may major in Geography, History, Social Science, or Sociology. *The teacher candidates do not major in Education.* Each of these pathways contains a Teacher Certification Option. All four majors address the state competencies in terms of content breadth and depth as seen in **Attachment C** as well as the specific major requirements. All teacher candidates complete General Education requirements, major requirements, and Teacher Education requirements in order to be eligible to be recommended by Keene State College for New Hampshire certification.

Teacher candidates complete a progression of coursework and field experiences in the Teacher Education program that develops the knowledge, skills, and dispositions required of a Secondary Social Studies classroom teacher. The first three courses (ESEC 100, 150, and 200) are taken by those seeking all areas of certification. ESEC 282 (*Literacy in the Content Area*) is specifically for secondary education teacher candidates in all certification areas. ESEC 320 (*Educational Environments/Practices*) is again for all certification area at all levels. This coursework and initial field experience culminates in a Secondary Social Studies Methods course with extensive fieldwork and finally a 14-week

student teaching experience under the tutelage of a certified mentor teacher and the supervision of one of the Keene State College Social Studies educators.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The first three Teacher Education courses (ESEC 100, 150, and 250) orient teacher candidates to the theories of teaching and learning. Field experiences offer the opportunity to put theory into practice and this occurs for the Secondary Social Studies teacher candidate in ESEC 282 (*Literacy in the Content Area*). The students are required to spend a day in a secondary social studies classroom and make structured observations.

Following ESEC 282, teacher candidates must be admitted into the Teacher Education program. This is followed by one more practical course, ESEC 320 (*Educational Environments/Practices*) that focuses on designing and implementing instruction including assessment, use of technology, and application to diverse learners. This experience is followed by ESEC 385 and 386 (*Secondary Social Studies Methods and Secondary Social Studies Field Experience*) which are taken concurrently. The field experience consists of a minimum of three hours per week in a Secondary Social Studies classroom. While only three hours per week are required by Keene State College, Methods students are encouraged to spend as much time as possible in their assigned classroom and most students spend at least all of one day or two half days in the field. This Methods field placement is made by the instructor with consideration given to the developmental readiness and disposition of the teacher candidate, academic major, and personal considerations of the teacher candidate (e.g., commuting issues, preferences for high school/middle school, etc.) Depending upon the developmental level of the Methods student, he/she will perform a variety of functions in the classroom from clerical work through individual mentoring. Designing and teaching three lessons are a minimal instructional piece.

The Methods course is conducted in seminar style and is the first education coursework taken by teacher candidates that specifically addresses social studies content and pedagogy. The curriculum is both state and national standards-based. Along with Methods content, the seminar format allows for considerable discussion of the students' field placements. The purpose of this course is to create a professional learning community with the intent of successfully initiating the teacher candidate into their chosen profession. The Methods course is taught in the evening to maximize student time in the field experience.

The culminating teacher preparation experience of student teaching is, by far, the most significant contribution to the teacher candidates' training. The teacher candidates are carefully placed in their student teaching experience by the Social Studies educators who have been their instructors in the Methods course. The instructors have established a growing network of very competent cooperating teachers who are able to mentor and support the teacher candidates through this vital experience. Placements are made using multiple criteria such as location of student teacher and the field placement, content expertise, preferences of both student teachers and cooperating teachers. Placements are made in high schools, middle schools, or small K-8 schools where the student teacher would work with grades 5-8. Interviews are held between the student teacher and cooperating teacher prior to finalizing the placement. The teacher candidates complete 14 weeks of full-time student teaching with the student teacher having full responsibility for the teacher's teaching load for at least three weeks. The college supervisor makes at least four formal observations of the student teacher during the semester using an assessment based on the Charlotte

Danielson framework (Danielson, 1996) and stays in constant contact with both the student teacher and the cooperating teacher. The Social Studies Education program feels strongly that the triad relationship of student teacher, cooperating teacher, and college supervisor is effective and allows for close monitoring of progress for all three members of the triad.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

During the first two years of the Secondary Social Studies program, the students focus on their General Education coursework, their content major coursework, and the initial education courses (ESEC 100, ESEC 150, ESEC 250, and ESEC 282. These courses prepare them for application of theoretical knowledge in the field experiences to come. At the end of their second year or start of their junior year, the students prepare for and must pass the PRAXIS I – Pre-professional Skills Exam and make application for admission to Teacher Education. In addition to successful completion of PRAXIS I, the teacher candidates must demonstrate basic skills and proficiencies gained in their initial coursework and personal and professional behaviors as measured through a dispositions checklist completed by candidates and faculty members.

Admission to Teacher Education

- Complete initial education courses (ESEC 100, ESEC 150, ESEC 250) with a grade of C or better.
- Complete 36 credits (for transfers, at least 12 at Keene State College)
- Meet grade point requirements (2.5 or higher overall cumulative average)
- Achieve PRAXIS I scores at or above NH state standards
- Choose certification option and content major
- Submit personal references (including dispositions assessments)
- Complete application form & pay fee (currently \$30.00)

After admission to Teacher Education teacher candidates seeking the Secondary Social Studies option continue their content major and complete one more education course, ESEC 320 (*Educational Environments/Practices*). At this point, the teacher candidates are ready for ESEC 385/386, *Secondary Social Studies Methods and Secondary Social Studies Field Experience* which are taken concurrently.

Admissions to Methods

- Minimum GPA of 2.5 in ESEC
- Minimum GPA of 2.5 in content major of Geography, History, Social Science, or Sociology
- Overall GPA of 2.5 or higher
- C or better in all ESEC courses
- Positive disposition ratings
- Declaration of Major

Upon successful completion of the six combined credits of ESEC 385 and 386 the Secondary Social Studies teacher candidates embark upon student teaching either the first or second semester following Methods. Application to student teach is completed the semester

prior to student teaching. The application packet includes a professional identity statement as well as other transcripts, program planning sheets, and other relevant paperwork. The Methods instructor works with the soon-to-be student teacher toward the end of the semester prior to student teaching to achieve an optimum field placement for this experience.

Admission to Student Teaching

- Completion of at least 90 credits
- Completion of all content major requirements
- Minimum GPA of 2.5 in ESEC
- Minimum GPA of 2.5 in content major of Geography, History, Social Science, or Sociology
- Overall GPA of 2.5 or higher
- No grade lower than a C in ESEC courses

As part of the application process, Student Affairs records are checked and a criminal records check is completed through the NH State Police and FBI.

Exit

Toward the end of student teaching, the Secondary Social Studies teacher candidates complete preliminary applications for NH Secondary Social Studies certification. The teacher candidates must:

- Successfully pass student teaching (ESEC 460) which is pass/fail
- Successfully pass ESEC 450 (*Seminar*) which is a graded seminary that is taken concurrently with student teaching and must be completed with a grade of C or better.
- Successful completion of content major and all academic program requirements
- Clearance from the College for graduation.

Recommendation for certification rests with the Director of Teacher Education and Graduate Studies (TEGS).

4. Description of the relationship¹ of the program to the unit's conceptual framework.

Keene State College Teacher Education Program is built on an integrated foundation of its mission, vision and conceptual framework. The mission is:

To prepare competent, reflective, classroom teachers, and other professional school personnel, who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners. We integrate liberal arts knowledge and professional preparation for each program we offer, and incorporate state and national standards for each specialty area.

¹ The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

The vision is:

To graduate professionals in the field of education who will be advocates for social justice and equality, who possess intellectual and personal integrity, and who are responsive to the needs of students in a changing, multicultural world.

The conceptual framework for our Teacher Education program, in keeping with our vision and mission, was formulated by KSC education faculty in conjunction with professional educators in the field and resulted in the creation of four themes that weave throughout the education curriculum. KSC education programs strive to prepare education professionals who:

- Understand the world from multiple perspectives
- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors that meet high expectations and standards
- Contribute to a just and equitable world

In addition to using these four themes as our guiding principles, we adhere to the national standards of each of our program areas. We have also incorporated the Charlotte Danielson (1996) framework, *Enhancing Professional Practice*, as a key component for assessing the clinical work of our teacher candidates.

The Secondary Social Studies education program at Keene State College has developed a program that is both congruent with the KSC Education conceptual framework as well as specifically addressing the content necessary for future secondary Social Studies teachers. Our program's conceptual framework has created six essential elements of Social Studies content that describe the well-prepared secondary Social Studies teacher as a person who demonstrates:

- the knowledge and skills needed to participate fully in our nation's democratic life and the increasingly interdependent world.
- the knowledge, skills, and values that lead to economic self-sufficiency.
- an understanding of the legacy of our human experience and its enduring themes.
- the insights into the political process and the rule of law.
- an appreciation of the environment and the limits it places on choices.
- an understanding of the role of the individual in the tapestry of the society.

When these elements are integrated with the themes of the Education Department's conceptual framework, Danielson's framework, and state and local standards for content, pedagogy, and professional practice, students are provided a strong foundation in the Secondary Social Studies program.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system².

The assessments developed by the Secondary Social Studies program are based on NCSS and NCATE standards as well as being congruent with the Education's unit-wide assessments. The Clinical Observation (Assessment #4) and Dispositions Assessment (Assessment #6) which are unit-wide assessments were first developed and piloted in the Secondary Social Science program. In addition, the program has developed content specific assessments.

² This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

SECTION I - ATTACHMENT A

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Secondary Social Studies		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers³
2005-2006	17	16
2004-2005	20	19
2003-2004	19	17

³ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Section 1, Attachment B Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University⁴	Assignment: Indicate the role of the faculty member⁵	Faculty Rank⁶	Tenure Track (Yes/No)	Scholarship,⁷ Leadership in Professional Associations, and Service:⁸ List up to 3 major contributions in the past 3 years⁹	Teaching or other professional experience in P-12 schools¹⁰
Kristin J. Alvarez	Ph.D., Curric. & Instr.—Secondary Soc. Sci. Educ. (geography), Univ. of So. Mississippi	Faculty, clinical supervisor	Associate Professor	Yes	Research topics—current issues in social studies education and geospatial technologies in the K-12 classroom; professional organizations—NCSS, NCGE, AAG, NH Council for the Soc. Studies(pres.); NH Council for Teacher Educ. Review Teams, Co-coordinator, NH Geographic Alliance; Academic Excellence Comm., Tenure/Promotion Comm., Soc. Sci. Steering Comm., Secondary Educ. Comm.	Middle School special education teacher; high school social studies teacher—16 years; FL Teaching Cert—Soc. Studies 6-12; NH Teaching Cert—Soc. Studies 5-12; National Board Certified, AYA Social Studies-History
Michael V. Kaul	Ph.D., Curric. & Instr.—Secondary Soc. Sci. Educ., Univ. of So. Mississippi	Faculty, clinical supervisor	Adjunct Professor	No	Research—Writing in Economics; Presenter-NHCSS, Facilitator-Economics for HQT; professional organizations—NEA, NCSS; Soc. Sci. Steering Comm. Secondary Educ. Comm.	Middle and high school social studies and English; District Coordinator for Social Studies—20+ years; MI Teaching Cert.—Sec. Soc. Studies

⁴ e.g., PhD in Curriculum & Instruction, University of Nebraska

⁵ e.g., faculty, clinical supervisor, department chair, administrator

⁶ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁷ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁸ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁹ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁰ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

**Section 1, Attachment C, Programs of Study Leading
to Secondary Social Studies Certification
(Geography, History, Social Sciences, and Sociology)**

**Bachelor of Arts – GEOGRAPHY
2005-2006 Catalog**

GENERAL EDUCATION (min. 43 credits)

English Language Competence: (4 credits)

- English 101-Essay Writing is required of all students

Arts & Humanities (min. of 15 credits as follows)

- One course in Literature (any 200-or 300-level Eng. Course except 202, 203, 204, 208, 301, 302, 303, 304, 308, 312. FR 303 & SP 303 may also be used to fulfill this requirement)
- One course in History
- One course in Art, Film, Music or Theatre & Dance
- Additional credits from Arts & Humanities: AMST, ART, COMM, ENG, FILM, FR, GER, HIST, JRN, ML, MU, PHIL, SP, TAD or an approved interdisciplinary course (WS 201* or IDSS)

Social Sciences: (min. of 12 credits in **three** or more Social Sciences disciplines: ANTH, ECON, GEOG, POSC, PSYC, SOC or an approved interdisciplinary course (WS 201* or IDSS).

Sciences/Mathematics: (min. of 12 credits, as follows:

- One course in Biology
- One Course in Physical Science (ASTR, CHEM, GEOL, MET, PHYS)
- Additional credits from Sciences/Mathematics: ASTR, BIO, CHEM, CS, ENST, GEOL, MATH, MET, PHYS or an approved interdisciplinary course (IDSM)

*WS 201 may be used once, to fulfill either an Arts & Humanities or a Social Sciences requirement.

Major Requirements: (36 credits)

GEOG 203 Cultural Geography GEOG 395 Seminar I
GEOG 204 Physical Geography GEOG 495 Seminar II

Select one of the following regional courses:

GEOG 341 Geog of US GEOG 347 Geog of Eur
GEOG 343 Geog of Canada GEOG 349 Geog of Asia
GEOG 345 Geog of Lat Am GEOG 351 Geog of Africa

Select one of the following geographic skills courses:

GEOG 323 Cartography & Surveying
GEOG 326 GIS:IDRISI

GEOG 327 Intro Remote Sensing
GEOG 324 GIS: ARCVIEW
GEOG 325: Cartography &
Computer Mapping

Select one of the following systematic fields:

GEOG 303 Pol Geog GEOG 332 Water Res. Mgmt/
GEOG 305 Econ. Geog GEOG 405 Land Use Planning
GEOG 307 Urban Geog GEOG 420 Environ. Assessment
GEOG 330 Nat. Res. Mgmt

Select one of the following statistics courses:

MATH 141 Intro to Stats PSYC 251 Psych Stats

Electives in Geography or from the following list to bring total to 36 credits.

GEOG XXX GEOL 309 Geomorphology
GEOG XXX MET 225 Meteorology
GEOG XXX ANTH 110 Cult Anthropology
GEOG XXX

FOR TEACHER CERTIFICATION

For teacher certification in Social Studies (secondary), the following courses are required:

The following required courses may also be used to fulfill

General Education requirements:

- HIST 161 & 162 Topics in US History * & II **or** one course from HIST 360-363 and one from HIST 364-367
- HIST 111 Traditional World Civilization **and** HIST 112 Modern World Civilization
- POSC 201 Introduction to Political Science **or** POSC 211 US Politics
- SOC 101 Introductory Sociology **or** ANTH 110 Cultural Anthropology
- ECON201 Macroeconomics
- PSYC 101 General Psychology

All of the following Education courses are required:

ESEC 100 Intro to Teaching
ESEC 150 Dev,Exceptionality & Lrng I
ESEC 250 Dev,Exceptionality & Lrng II I
ESEC 282 Literacy in the Content Area
ESEC 320 Educational.Environments/Practices
ESEC 385/386 Sec. Social Studies Methods & Field Exp.
ESEC 450 Seminar
ESEC 460 Student Teaching

Although not required, ESEC 376 Creating Social Contexts for Learning, is high recommended

Electives: Select additional courses of your choice to bring total number of credits earned to 120.

Bachelor of Arts – HISTORY 2005-2006 Catalog

GENERAL EDUCATION(min. 43 credits)

English Language Competence: (4 credits)

- English 101-Essay Writing is required of all students

Arts & Humanities (min. of 15 credits as follows)

- One course in Literature (any 200-or 300-level Eng. Course except 202, 203, 204, 208, 301, 302, 303, 304, 308, 312. FR 303 & SP 303 may also be used to fulfill this requirement
- One course in History
- One course in Art, Film, Music or Theatre & Dance
- Additional credits from Arts & Humanities: AMST, ART, COMM, ENG, FILM, FR, GER, HIST, JRN, ML, MU, PHIL, SP, TAD or an approved interdisciplinary course (WS 201* or IDSS)

Social Sciences: (min. of 12 credits in **three** or more Social Sciences disciplines: ANTH, ECON, GEOG, POSC, PSYC, SOC or an approved interdisciplinary course (WS 201* or IDSS).

Sciences/Mathematics: (min. of 12 credits, as follows:

- One course in Biology
- One Course in Physical Science (ASTR, CHEM, GEOL, MET, PHYS)
- Additional credits from Sciences/Mathematics: ASTR, BIO, CHEM, CS, ENST, GEOL, MATH, MET, PHYS or an approved interdisciplinary course (IDSM)

*WS 201 may be used once, to fulfill either an Arts & Humanities or a Social Sciences requirement.

Major Requirements: (36 credits)

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with majors in the Division of Arts and Humanities. Courses taken to fulfill this requirement may be applied to General Education requirements in Arts and Humanities.

Six credits of Non-US/Non-European course work is required.

A specialization* of **18** credits is required with 12 credits at the 300-400 level.

*Specializations: 1)US History; 2)European History; 3)19th Century Studies; 4)20th Century Studies

Six credits at the 100 level:

HIST 1XX
HIST 1XX

Nine credits at the 200 level:

HIST 200 Reading and Writing in History
HIST 2XX
HIST 2XX

Fifteen credits at the 300 level:

HIST 3XX
HIST 3XX
HIST 3XX

HIST 3XX
HIST 3XX

Six credits at the 400 level:

HIST 4XX
HIST 4XX

FOR TEACHER CERTIFICATION

For teacher certification in Social Studies (secondary), the following courses are required and may also be used to fulfill General Education requirements:

- POSC 201 Introduction to Political Science **or** POSC 211 US Politics
- SOC 101 Introductory Sociology **or** ANTH 110 Cultural Anthropology
- ECON201 Macroeconomics
- GEOG 101 Introduction to World Geography **or** GEOG 105 Geography for Teachers
- PSYC 101 General Psychology

All of the following Education courses are required:

ESEC 100 Intro to Teaching
ESEC 150 Dev,Exceptionality & Lrng I
ESEC 250 Dev,Exceptionality & Lrng II
ESEC 282 Literacy in the Content Area
ESEC 320 Educational.Environments/Practices
ESEC 385/386 Sec. Social Studies Methods & Field Exp
ESEC 450 Seminar
ESEC 460 Student Teaching

Although not required, ESEC 376 Creating Social Contexts for Learning, is high recommended

Electives: Select additional courses of your choice to bring total number of credits earned to 120.

Bachelor of Arts – SOCIAL SCIENCE 2005-2006 Catalog

GENERAL EDUCATION(min. 43 credits)

English Language Competence: (4 credits)

- English 101-Essay Writing is required of all students

Arts & Humanities (min. of 15 credits as follows)

- One course in Literature (any 200-or 300-level Eng. Course except 202, 203, 204, 208, 301, 302, 303, 304, 308, 312. FR 303 & SP 303 may also be used to fulfill this requirement
- One course in History (HIST 161)
- One course in Art, Film, Music or Theatre & Dance
- Additional credits from Arts & Humanities: AMST, ART, COMM, ENG, FILM, FR, GER, HIST, JRN, ML, MU, PHIL, SP, TAD or an approved interdisciplinary course (WS 201* or IDSS) (HIST 162 & **)

(Note: Both HIST161 & 162 Topics in US History 1 & II are required for the major; an additional History course required for the major may be applied toward General Education requirements.)

Social Sciences: (min. of 12 credits in **three** or more Social Sciences disciplines: ANTH, ECON, GEOG, POSC, PSYC, SOC or an approved interdisciplinary course (WS 201* or IDSS).

(Note: PSYC 101 General Psychology, ECON 201 Macroeconomics, SOC 101 Introductory Sociology, and POSC 201 Introduction to Political Science or POSC 205 Political Science through Literature & Film are required for the major)

Sciences/Mathematics: (min. of 12 credits, as follows:

- One course in Biology
- One Course in Physical Science (ASTR, CHEM, GEOL, MET, PHYS)
- Additional credits from Sciences/Mathematics: ASTR, BIO, CHEM, CS, ENST, GEOL, MATH, MET, PHYS or an approved interdisciplinary course (IDSM)

*WS 201 may be used once, to fulfill either an Arts & Humanities or a Social Sciences requirement.

Major Requirements: (36-39 credits)

The following courses are required for the major and may be used to fulfill General Education requirements: HIST 161 & 162 under Arts and Humanities; ECON 201, Psyc 101, SOC 101, & POSC 201 or 205 under Social Sciences; HIST 111 or 112, marked below (**) may also be used to fulfill a General Education requirement under Arts & Humanities

Core Requirements (15-18 credits)

HIST 111 Trad. World Civ**
GEOG 100 Intro to Geog **or** GEOG 101 Intro to World Geog
HIST 112 Mod. World Civ**
ANTH 110 Cultural Anthro **or** ANTH 111 Archeology & Phys. Anthro
SOC 100 Found. Of Social Sciences
SOSC 495 Senior Seminar

Primary Specialization (12 credits):

12 additional credits (at least nine of them at the 300/400 level) in one of the following disciplines: ANTH, ECON, GEOG, HIST, POSC, PSYC, OR SOC.

Secondary Specialization (9 credits):

Nine additional credits (at least six of them at the 300/400 level) in another of the following disciplines: ANTH, ECON, GEOG, HIST, POSC, PSYC, OR SOC.

FOR TEACHER CERTIFICATION

All of the following Education courses are required:

ESEC 100 Intro to Teaching
ESEC 150 Dev,Exceptionality & Lrng I
ESEC 250 Dev,Exceptionality & Lrng II
ESEC 282 Literacy in the Content Area
ESEC 320 Educational.Environments/Practices
ESEC 385/386 Sec. Social Studies & Field Exp.
ESEC 450 Seminar
ESEC 460 Student Teaching

Although not required, ESEC 376 Creating Social Contexts for Learning, is high recommended

Electives: Select additional courses of your choice to bring total number of credits earned to 120.

**Bachelor of Arts – SOCIOLOGY
2005-2006 Catalog**

GENERAL EDUCATION(min. **43** credits)

English Language Competence: (4 credits)

- English 101-Essay Writing is required of all students

Arts & Humanities (min. of **15** credits as follows)

- One course in Literature (any 200-or 300-level Eng. Course except 202, 203, 204, 208, 301, 302, 303, 304, 308, 312. FR 303 & SP 303 may also be used to fulfill this requirement
- One course in History
- One course in Art, Film, Music or Theatre & Dance
- Additional credits from Arts & Humanities: AMST, ART, COMM, ENG, FILM, FR, GER, HIST, JRN, ML, MU, PHIL, SP, TAD or an approved interdisciplinary course (WS 201* or IDSS)

Social Sciences: (min. of **12** credits in **three** or more Social Sciences disciplines: ANTH, ECON, GEOG, POSC, PSYC, SOC or an approved interdisciplinary course (WS 201* or IDSS).

Sciences/Mathematics: (min. of **12** credits, as follows:

- One course in Biology
- One Course in Physical Science (ASTR, CHEM, GEOL, MET, PHYS)
- Additional credits from Sciences/Mathematics: ASTR, BIO, CHEM, CS, ENST, GEOL, MATH, MET, PHYS or an approved interdisciplinary course (IDSM)

*WS 201 may be used once, to fulfill either an Arts & Humanities or a Social Sciences requirement.

Major Requirements: (36 credits)

Sociology Core (21 credits)

SOC 101 Intro to Sociology SOC 301 Soc Research Methods
ANTH 110 Cultural Anthro. SOC 303 Soc Quant. Analysis
SOC 203 Soc Proseminar SOC 305 Sociological Theory

Select one of the following classes (3 credits):

SOC 403 Community Research
SOC 472 Sociology of Health
SOC 425 Topics in Ethnic Studies
SOC 475 Social Stratification
SOC 450 Mind, Self, & Society
SOC 477 Sociology of Educ.
SOC 460 Seminar in Popular Culture
SOC 480 Political Sociology
SOC 461: White Collar Crime
SOC 490 Adv. Spec. Topics in Sociology

Sociology Electives (15 credits):

Fifteen credits in Sociology (SOC) elective credits must be taken; six credits of Anthropology (ANTH) can be used toward satisfying this requirement.

FOR TEACHER CERTIFICATION

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- HIST 161 & 162 Topics in US History * & II or one course from HIST 360-363 and one from HIST 364-367
- HIST 111 Traditional World Civilization and HIST 112 Modern World Civilization
- POSC 201 Introduction to Political Science or POSC 211 US Politics
- ECON201 Macroeconomics
- GEOG 101 Introduction to World Geography or GEOG 105 Geography for Teachers
- PSYC 101 General Psychology

All of the following Education courses are required:

ESEC 100 Intro to Teaching
ESEC 150 Dev,Exceptionality & Lrng I
ESEC 250 Dev,Exceptionality & Lrng II
ESEC 282 Literacy in the Content Area
ESEC 320 Educational.Environments/Practices
ESEC 385/386 Sec. Social Studies Methods & Field Exp.
ESEC 450 Seminar
ESEC 460 Student Teaching

Although not required, ESEC 376 Creating Social Contexts for Learning, is high recommended

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