

BALL STATE UNIVERSITY



SOCIAL STUDIES TEACHERS' HANDBOOK Overview

NOTE: This is an evolving document. Students should periodically refer to http://www.bsu.edu/history/sstm for updates.

All students seeking to become candidates for licensure in Social Studies will, via course completion and performance assessment, demonstrate mastery of the subject matter in individual disciplines: economics, geography, government, psychology, sociology, and historical perspectives (United States and world history). See department statements for course requirements.

Students will demonstrate their mastery as a result of intensive preparation in three disciplines in accordance with the Indiana Professional Standards Board (IPSB) Licensure Framework (see Appendix A).

A primary feature of this licensure system is that it is based on standards. Under guidelines from the Indiana Professional Standards Board, teacher candidates will be licensed only when it has been demonstrated that they have met the IPSB Standards, to include the Content Standards for Teachers of Social Studies (see Appendix B).

Under the new licensing guidelines, teacher candidates must demonstrate that they have the requisite knowledge, abilities, and skills specified in the standards. This requires that performance assessments be carried out throughout your educational career at Ball State. Therefore, as you move through your program of study, a variety of performance assessments will take place to assess your knowledge, performance, and dispositions for being a professional social studies teacher. An overview of the content courses that are included in the social studies education curriculum is provided in this handbook.

Throughout your program of study, you will be expected to assemble and maintain an electronic portfolio containing artifacts that you have produced in these courses, which demonstrate your knowledge, performance, and dispositions in relation to the IPSB Teachers of Social Studies Content Standards. The digital structure of the portfolio must adhere to the same organizational structure as that used in the IPSB Teachers of Social Studies Content Standards.

Every teacher candidate will also be expected to satisfy each of the content and portfolio requirements specified by the student's licensure areas at each of the four **decision points**. Details about specific licensure requirements at each of the decision points are outlined in the individual department/licensure area sections of this handbook. At each of the four decision points, all of the student's licensure area requirements must be satisfied for that student to advance to the next phase of professional preparation.

Scheduling Advice for the Social Studies Teaching Major

Schedule planning for **The Teaching Major in Social Studies** must be viewed in the context of your effort to complete not only your courses in Social Studies content and methodology, but also your "University Core Curriculum" courses, which provide you with a well-rounded education. You must complete:

- 41 hours of University Core Curriculum requirements
- 39 hours of courses in teaching methodology
- 57 hours or 66 hours in social studies content (see below for further explanation)

Students seeking to complete their coursework promptly need to remember the following: They must complete licensing area requirements in **3 of these 6 disciplines**: economics, geography, government, psychology, sociology, historical perspectives (United States and world history)

Students who choose historical perspectives as a discipline will complete a 27 hour preparation to facilitate preparation in both United States and world history, complemented by preparation in two other disciplines (15 hours each), and three other courses (9 hours), one from each of three other disciplines, totaling 66 hours.

Students who do not choose historical perspectives as an area will complete preparations in three other disciplines (15 hours each), and three other courses (9 hours) in each of the three remaining disciplines, plus a course in world cultures (ANTH 101), totaling 57 hours.

Some students will wish to complete course work in three of the first five disciplines; they will complete their content course work in **57 hours** (15 hours in each of three areas equals **45 hours**, plus three other courses, one from each of the other disciplines for another **9 hours**, plus ANTH 101 for **3 hours**). Because of state licensing rules, students who wish to teach either U.S. or world history must follow a curriculum that prepares them to teach both areas. These students must complete **66 hours** total: **27 hours** in historical perspectives, 15 in each of 2 other disciplines for another **30 hours**, and then three other courses, one from each of the other disciplines for another **9 hours**. Students should be aware that because in most high schools history tends to be taught more frequently than the other areas of social studies, an area in historical perspectives will be advantageous in the pursuit of employment.

Because many (though not all) students will pursue the 66 hour option, how can they best proceed so as to complete 146 hours of requirements as rapidly as possible? They must seek courses that count toward both their

teaching major AND the University Core Curriculum. Following the suggestions listed below will reduce the net total of required hours from **146 to 134 hours**. See your adviser for further explanation, but here are basic guidelines for "double-counting" courses:

- Take two of the following: Political Science 130, Psychological Science 100, Economics 201, Sociology 100, History 201, and History 202. These courses count toward the Social Studies Teaching Major either as courses that can be taken individually by students who are specializing in another discipline or are the required courses for students who choose that discipline as one of their licensing areas. Students take one course each from two different disciplines (6 hours of Social and Behavioral Sciences). Thus TWO COURSES (6 HOURS) can count toward both the teaching major and the Social and Behavioral Sciences Distribution Elective of the University Core Curriculum.
- Take one of Political Science 293 or Geography 150 or Sociology 228. These are among the courses eligible for the International/Global Studies Distribution Elective of the University Core Curriculum (one course: 3 hours) AND are courses that also can count toward licensure areas in the Social Studies Teaching Major. Thus ONE COURSE (3 HOURS) can count toward both the teaching major and International/Global Studies Distribution Elective of the University Core Curriculum.
- Take History 151 and 152, but do NOT take History 150. While History 150 (a Foundation course in the University Core Curriculum) does NOT count toward the Social Studies Teaching Major, History 151 and 152 (which are two of the core courses in the "Historical Perspectives" area) can be substituted for History 150, thereby reducing the number of hours in the UCC Foundation area by ONE COURSE (3 HOURS) while also progressing toward fulfilling requirements for the Social Studies Teaching Major.

Please consult with your adviser to ensure you are taking courses that will count toward your degree.

The following two examples are *model curricula*, showing how students can complete their program. The first model depicts a student who completes a licensure area in Historical Perspectives (and two other licensure areas). The second model depicts a student who completes three other licensure areas (not including Historical Perspectives). Please note that to finish in four years, students will need to occasionally take either an 18 hour schedule or summer school classes. Finally, these model curricula are merely illustrative. Neither of them should be viewed as a schedule to follow precisely, especially with regard to scheduling specific UCC courses or concerning the timing of specific content area courses in Social Studies. Still, the sequencing of licensure courses should approximate this model, and students do need to begin taking Social Studies area courses in their freshman year.

MODEL STUDENT SCHEDULE 1 (includes Historical Perspectives as a licensing area)

FRESHMAN Year:

Course	Hours
History Introductory Courses (4 courses)	(12)
Social Studies Area 1 Introductory Course	(3)
Social Studies Area 2 Introductory Course	(3)

UCC Foundation –2 course Licensure Course: EdSec 1			(6) (3)		
UCC Wellness			(2)		
UCC Physical/Earth/Life—	-2 courses		<u>(6)</u>		
	Subtot	tal	35		
	SOPE	IOM ORE Year:			
Course		<u> </u>	Hours		
Licensure Courses (EdMul	205 & EdPsy 251)		(6)		
UCC Fine Arts/Humanities	(9)				
Social Studies Area 1 – 2 c	(6)				
Social Studies Area 2 – 1 c	ourse		(3)		
UCC Foundation –2 course	es		(6)		
Social Studies Other			(3)		
History Category 1 or 2 or 3	3		(3)		
	Subtot	tal	36		
	JU	INIOR Year:			
Course			Hours		
Licensure Course (SS 350	& EdSec 380 & EdJHM	385 & EdPsy 390)	(12)		
Social Studies Area 1—1 c		303 & Ear sy 370)	(3)		
Social Studies Area 2—2 c			(6)		
History Category 1 or 2 or 3	(3)				
History Category 4 History Category 5	(3)				
Social Studies Other—2 co	(3)				
Social Studies Offici—2 co		-1	(<u>6)</u>		
	Subtot		36		
	<u>51</u>	NIOR Year:			
Course			Hours		
Licensure Course (SS 395	& EdFon 420)		(6)		
Social Studies Other			(3)		
Social Studies Area 1			(3)		
History (any category)			(3)		
Social Studies Area 2			(3)		
Licensure Courses: EdSec	460 & <i>EdJHM 4</i> 60 (Spri	ng Semester Student Teaching)	<u>(12)</u>		
	Subtot	tal	27		
Required Sequence of Professional Education Courses—Final Two Years					
Junior Year—1 st (or 2 ^{nd)}	Junior Year—2 nd	Senior Year—1 st Semester	Senior Year—2 nd Semester		
Semester	Semester (or Senior	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2			
	Year 1 st semester)				
SS350 (Prerequisites:	EDS EC380 &	SS395 (Prerequisite: completion of	EDS EC460 & EDJHM460		
successful completion of all	EDJHM385	SS350) While EDSEC 380/EDJHM	(Prerequisite: successful		
DP2 requirements)	(Prerequisite:	385 are ordinarily completed before	completion of SS395)		
	completion of SS350)	SS 395, waivers can be requested to			

MODEL STUDENT SCHEDULE 2 (does not include Historical Perspectives as a licensing area)

FRESHMAN Year:

take these concurrently.

Course	Hours
Social Studies Area 1 Introductory Course	(3)
Social Studies Area 2 Introductory Course	(3)

Social Studies Area 3 Introductory Course Anthropology 101(required for students who do not have an area in Hist. Persp.)	(3) (3)	
UCC Foundation –2 courses	(6)	
Licensure Course: EdSec 150 or SS 150	(-)	(3)
Elective	(1)	` /
UCC Wellness	(2)	
UCC Physical/Earth/Life—2 courses	<u>(6)</u>	
Subtotal	30	
SOPHOMORE Year:		
Course	Hou	rs
Licensure Courses (EdMul 205 & EdPsy 251)	(6)	
UCC Fine Arts/Humanities—3 courses (teaching majors must take a 3 rd —see catalog)	(9)	
Social Studies Area 1 – 2 courses	(6)	
Social Studies Area 2 – 1 course	(3)	
UCC Foundation –2 courses	(6)	
Social Studies Other	(3)	
Social Studies Area 3—1 course	(3)	
Subtotal	36	
JUNIOR Year:		
Course	Hou	rs
Licensure Course (*SS 350 & EdSec 380 & EdJHM 385 & EdPsy 390)	(12)	
Social Studies Area 1—1 course	(3)	
Social Studies Area 2—2 courses	(6)	
Social Studies Area 3—3 courses	(9)	
Social Studies Other	<u>(3)</u>	
Subtotal	33	
SENIOR Year:		
Course	Hou	rs
Licensure Course (**SS 395 & EdFon 420)	(6)	
Social Studies Other	(3)	
Social Studies Area 1	(3)	
Social Studies Area 2	(3)	
Licensure Courses: EdSec 460 & EdJHM 460 (Spring Semester Student Teaching)	(12)	
Subtotal	27	

Required Sequence of Professional Education Courses—Final Two Years

Junior Year—1 st (or 2 ^{nd)}	Junior Year—2 nd	Senior Year—1 st Semester	Senior Year—2 nd Semester
Semester	Semester (or Senior		
	Year 1 st semester)		
SS350 (Prerequisites:	EDS EC380 &	SS395 (Prerequisite: completion of	EDSEC460 & EDJHM460
successful completion of all	EDJHM385	SS350) While EDSEC 380/EDJHM	(Prerequisite: successful
DP2 requirements)	(Prerequisite:	385 are ordinarily completed before	completion of SS395)
	completion of SS350)	SS 395, waivers can be requested to	
		take these concurrently.	

The following is a list of contacts for each of the departments that comprise the content areas of the social studies education curriculum. In addition to your academic advisor, these individuals are available to assist you throughout your program of study.

Department	Point of Contact	Office	Phone
Anthropology	Gail Bader	BB 312	285-7512
	Don Merten	BB 315	285-1512
Economics	Tung Liu	WB 201	285-5360
Geography	Michael Hawkins	CL 463C	285-1764
History	Scott Stephan (DP2)	BB 211	285-8715

	Sarah Drake Brown	BB 235	285-8621
Political Science	Joseph Losco	NQ 240	285-8780
Psychological Science	Kristin Ritchey	NQ 127	285-1704
Sociology	Melinda Messineo	NQ 200	285-5530

The following is a summary of the online resources cited in the handbook that students will be required to access and consult at various times during their course of study:

Online Resource	URL
IPSB Framework for Licensure in Social Studies	www.in.gov/psb/future/appfrmwrk.htm
IPSB Teachers of Social Studies Content Standards	www.state.in.us/psb/future/social_st.htm

Please note that there are overall requirements at each Decision Points that are not specific to any one discipline; these are listed at the specific links for DP2, DP3 etc., including completion of COMM 210, an overall GPA of 2.5 in at least 45 hours at DP2, etc.

ANTHROPOLOGY

Department of Anthropology Overview

Students who choose to seek licensure in three social studies content areas other than historical perspectives (the non-history social studies content alternative) need to complete course work in 3 of the following five disciplines:

• economics, geography, government, psychology, sociology.

These students will complete their content course work in 57 hours (15 hours in each of three licensure disciplines = 45, plus three other courses, one from each of the other licensure disciplines (**including historical perspectives**) =9, plus ANTH 101 = 3). This section of the handbook introduces Anthropology 101 "Introduction to Cultural Anthropology".

Students should be aware that the discipline of Anthropology is **not** a licensure area. Anthropology 101 is a required course within the non-history social studies content alternative. Students choosing this alternative must take ANTH 101 in order to complete the non-history social studies content requirement.

ANTH 101 is a course that focuses on the nature of culture itself. In this course students will examine essential elements of the concept of culture and this concept can help us understand the many forms and shapes of human social life. Culture is a concept that seeks to illustrate and explain both the diversity and the universality of human

social life. Students will learn how culture shapes universal aspects of the human experience like the food quest, family organization, social control, the arts, and religion. This course, along with other social science courses, will help students prepare for Standard #9.

It is important that students understand the two alternative approaches to satisfying the social studies content requirements. It is also important that students understand the difference between a licensure discipline and a non-licensure discipline. Students should see their advisors as early as possible to make sure they understand.

Social Studies Area (non-licensure): Anthropology, 3 hours

The anthropology course pertains to students who do not choose the historical perspectives alternative as a way to fulfill their social studies content requirement. (These students will complete preparations in three other disciplines, and three other courses in each of the remaining three disciplines, <u>plus a course in the concept of culture, ANTH 101.</u>)

Prefix No Short Title Cr Hrs

Students must take the following course (3 hours):

ANTH 101 Introduction to Cultural Anthropology

Department of Anthropology Teacher Education Decision Points

Decision Point #1

No department role. (Anthropology is not a licensure area.)

Decision Point #2

No department role. (Anthropology is not a licensure area.)

Decision Point #3

No department role. (Anthropology is not a licensure area.)

Decision Point #4

Although Anthropology is not a licensure area, it has a role in the final decision point for those students who have taken the course offered by the Anthropology Department in the Social Sciences non-history alternative program.

Requirement 1: Completion of Anthropology 101 with a GPA of at least 2.5.

Assessment: Review of DAPR by Anthropology Teacher Education Advisor.

Scoring: Based on GPA: <2.5=U, 2.5-2.99=B, 3.0-3.49=P, 3.5-4.0=D.

Requirement 2: Discuss portfolio review requirements for Anthropology 101 with Anthropology Teacher Education Advisor.

Assessment: Anthropology Teacher Education Advisor is satisfied that student understands requirements of

portfolio review.

Scoring: "Yes" = B, "No" = U.

Requirement 3: Submission of Social Studies Teacher Education Portfolio including artifacts from Anth 101.

Assessment: Portfolio is evaluated in accordance with criteria established by the Social Studies

Teacher Education Committee.

Scoring: In accordance with portfolio rubric.

ECONOMICS

Department of Economics Overview

Social Studies Licensure Area: Economics

- Economics is one of the six disciplines in which a future teacher of social studies may concentrate. The
 curriculum, courses and requirements to complete an endorsement in economics is determined and supervised
 by the department of economics.
- Prospective teachers of economics will be expected to possess knowledge of the basic principles and tools of
 economics and have the ability to apply these principles and tools to analysis of relevant social and public
 policy issues. The future teacher of social studies will also be expected to demonstrate his or her ability to
 integrate key concepts of other the social studies disciplines in the teaching of economics.
- All social studies education majors are required to complete one economics course to fulfill the social studies
 education curriculum. The recommended course to meet this requirement is Economics 116, Survey of
 Economic Ideas. For those seeking an endorsement in economics, however, the following curriculum must be
 successfully completed.

Social Studies Area: Economics, 15 hours

Prefix	No	Short Title	Cr Hrs
Students n	nust take the	e following courses (9 hours):	
ECON	201	Elementary Microeconomics	3
	202	Elementary Macroeconomics	3
	301	Intermediate Microeconomics	3

Students must take 6 hours from 300-400 level, to include... (See below: 302 strongly recommended)

1 CCOHIHIC	nucu)		
ECON	302	Intermediate Macroeconomics	3
	310	Economic History of the US	3
	315	Economic History Europe	3
	345	The Economics of Government Budgets	3
	351	International Economics	3
	441	The Theory of Monetary Policy	3

• Note: The Department of Economics strongly encourages students to take ECON 302 as one of their final two elective courses following 201, 202, and 301. Doing so will be very helpful in preparing for your Decision Point 3 exam in Economics.

Department of Economics Teacher Education Decision Points

Decision Point #1

The Department plays no role in assessment.

Decision Point #2

NOTE: Successful completion of all decision point 2 criteria for each of a student's three licensure areas is required for enrollment in SS350.

- Completion of Economics 201, Principles of Microeconomics, and Economics 202, Principles of Macroeconomics with a minimum of C+ in each course.
- Meet with Economics content area advisor to review progress.

Decision Point #3

- Completion of all Economics Social Studies Education courses with a grade point average of no less than 2.5.
 Overall grade point average must be no less than 2.5.
- Completion of Writing Competency Exam.
- Completion of departmental qualifying exam for social studies education majors with a total score of no less
 than 70% as well as scores of no less than 70% in each of the macroeconomics and microeconomics portions of
 the exam.
- Submission of portfolio with representative artifacts from economics courses, to be evaluated in accordance with departmental and licensure area criteria. The University Portfolio Review Assessment Rubric for DP 3 is at: http://www.bsu.edu/teachers/media/pdf/dp3rubric1 071306.pdf The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0.45723--,00.html

- Please see the following statement on artifact requirements for Economics students at DP3:
 - Choose one subject in microeconomics and one subject in macroeconomics. For each subject, students need to complete the following items.
 - 1. Define the subject that you choose.
 - 2. What have you learned from this subject?
 - 3. How are you going to teach high school students on this subject? Prepare teaching materials for one week (one hour each day).
 - 4. What are the examples and exercises that you want to include in your teaching?
 - 5. How do you assess students' performance?

Decision Point #4

- Overall grade point average of no less than 2.5.
- Completion of all social studies content courses with a grade point average of no less than 2.5.
- Completion of degree requirements.
- Satisfactory evaluation of teaching portfolio.

GEOGRAPHY

Department of Geography Overview

Social Studies Licensure Area: Geographical Perspectives

Social Studies Area: Geography, 15 hours

Prefix	No	Short Title	Cr Hrs
Students n	nust take th	e following courses (12 hours):	
GEOG	120	Economic Geography	3
	150	Global Geography	3
	240	Map Reading	3
	265	Introduction to GIS (Geography Information Systems)	3
Students n	nust select	one of the following techniques or regional geography cour	ses (3 hours):
GEOG	321	Urban Geography	3
	340	Cartography and Graphics 1	3
	342	Remote Sensing 1	3
	344	Advanced Geographic Information Systems Analysis	3
	350	Geography of the US and Canada	3
	351	Geography of Latin America and the Caribbean	3
	352	Geography of Africa	3
	353	Geography of Indiana	3
	354	Geography of Asia	3
	355	Geography of Western Europe	3
	356	Geography of Russia and Its Neighbors	3
	357	Geography of Central Europe (not open to students who have credit in EURO 357)	3

420	Geography of Transportation	3
423	Population Geography	3
470	World Political Geography	3

Department of Geography Teacher Education Decision Points

Decision Point #1

The department plays no role in assessment, but students should confer with advisor about appropriate courses in geography.

Decision Point #2

NOTE: Successful completion of all decision point 2 criteria for each of a student's three licensure areas is required for enrollment in SS350.

- Successful completion of GEOG 150, and at least one additional geography social studies education course
 with a grade point average of at least 2.5 in all geography courses.
- Confer with departmental advisor for review of artifacts from geography courses completed.

Decision Point #3

- Successful completion of all geography social studies education courses with GPA of at least 2.5 in geography.
- Overall GPA of at least 2.5
- Successful completion of Geography Content Area Exam with at least a 75%
- Review of portfolio with representative artifacts from all Geography courses. Portfolio will be evaluated in accordance with established departmental criteria. The University Portfolio Review Assessment Rubric for DP 3 is at: http://www.bsu.edu/teachers/media/pdf/dp3rubric1 071306.pdf The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0,45723--,00.html

Decision Point #4

- Overall GPA of at least 2.5
- Overall Geography GPA of at least 2.5
- Satisfactory evaluation of teaching portfolio

Portfolio Artifacts

Students are advised to keep papers, projects, quizzes, exams, journals, and other special projects

(artifacts) from their geography classes. Students may at the discretion and with the cooperation of Geography instructors investigate topics pertaining to specific content area goals and objectives and present the results in the form of a Power Point presentation. The presentation will be assessed by the course instructor and may be included in the student's portfolio. Instructors may include extra presentations in the course grade at their discretion. The portfolio will be assessed by the department of Geography in detail at decision point #3.

HISTORY

Department of History Overview

Social Studies Licensure Area: Historical Perspectives Social Studies Area: History, 27 hours

- Students must take the following courses (12 hours):
 - HIST 151 World Civilization 1 (3)
 - HIST 152 World Civilization 2 (3)
 - HIST 201 US 1492 to 1876 (3)
 - HIST 202 US 1877 to the Present (3)
- Students must select two courses, one each from two of three possible categories: Category 1, Category 2, and Category 3 (6 hours).
- Students must select two courses, one each from Category 4 and Category 5 (6 hours).
- Students must select one course from any category (3 hours).

		ciect one course from any category (5 flours).	~
Prefix	No	Short Title	Cr Hrs
Catego	ry 1: Foundation	and Development of the United States, 1492-1876	
HIST	400	Colonial America U S 1492-1756	3
	401	The American Revolution 1756-1789	3
	403	The Rise of Nationalism in the U S 1789-1824	3
	405	Nationalism Versus Sectionalism in the US 1820-1860	3
	407	The American Civil War and Reconstruction	3
	416	History of the Antebellum South	3
	419	The Trans-Mississippi Frontier	3
	430	U S Diplomatic History to 1914	3
	433	American Life and Thought 1607-1865	3
Catego	ry 2: The Recent I	Past in the United States, 1877 to the Present	
HIST	409	Progressivism and Imperialism: The U S, 1878-1918	3
	411	The U S from World War I through World War II 1918-1945	3
	413	Recent U S History: 1945 to the Present	3
	417	History of the New South	3
	422	American Popular Culture	3
	432	U S Diplomatic History Since 1914	3
	434	American Life and Thought 1865 to the Present	3
Catego	ry 3: Special Topi	cs in American History	
HIST	210	Black History- The U S	3
	215	Women in American History	3
	301	The US and the Vietnam War	3
	310	Introduction to the History of Business	3

	338	U S Urban History	3
	360	Selected Topics in Military History	3
	415	History of Indiana	3
	421	Indians in U S History	3
	435	American History through Film	3
Category 4: V	World Civili	zation—Europe	
HIST	452	Women in Modern Europe	3
	454	The Era of World War I	3
	455	The Era of World War II	3
	456	The Cold War and Europe since 1945	3
	458	Strategy and Diplomacy of the European Great Powers	3
	459	The Jews in Europe and the Middle East, 1098-Present	3
	461	Development of Greek Civilization	3
	462	Development of Roman Civilization	3
	463	Medieval Civilization	3
	464	Byzantine Civilization	3
	467	Renaissance and Reformation, 1300-1600	3
	471	France Since 1815	3
	472	France- The Classical Age 1461-1715	3
	473	French Revolutionary and Napoleonic Era, 1715-1815	3
	475	Britain 1485-1714	3
	476	Britain 1714-Present	3
	477	Topics in English Constitutional History	3
	481	Modern Germany	3
	482	Cultural History of the Celtic Peoples from Prehistory-Present	t 3
	483	Irish History	3
	486	Tzarist Russia	3
	487	Soviet Union	3
Category 5: V	World Civili	zationOverview of the Non-West	
HIST	324	Early Latin American History	3
	325	Modern Latin American History	3
	370	Foundations of Asian Civilization	3
	371	Tradition, Conflict, and Change in Modern Asia	3
	372	Africa Since 1500	3
	373	History of the Middle East	3
	441	Comparative Slavery	3
	484	History of Southern Africa	3
	488	History of South Asia	3
	489	History of South East Asia	3
	491	Topics in Middle Eastern History	3
	492	History of China to 1600	3
	493	History of Pre-modern Japan	3
	495	Modern China, 1600 to the Present	3
	496	Modern Japan, 1600 to the Present	3
		1 / / / / / / / / / / / / / / / / / / /	

Department of History Teacher Education Decision Points

Decision Point #1

No departmental content evaluation required.

Decision Point #2

NOTE: Successful completion of all decision point 2 criteria for each of a student's three licensure areas is required for enrollment in SS350.

- (A) GPA of at least 2.5 in at least three of the four introductory History courses (History 151, 152, 201, and 202). Completion of all 4 before Decision Point 2 is strongly recommended—see next point.
- (B) Completion of the Decision Point 2 Historical Perspectives exam. This multiple choice exam consists of questions prepared by departmental instructors of History 151, 152, 201, 202 based on content taught in those courses correlated with testing students' knowledge of content referenced in the Indiana Department of Education's standards for the teaching of US and world history in the state's schools (see, for example, http://www.doe.state.in.us/standards/Docs-2004/English/Word/HS-SStudies/USHistory.doc and http://www.doe.state.in.us/standards/Docs-2004/English/Word/HS-SStudies/WorldHistory.doc). Students will be tested on what they have learned at Ball State University AND what they will need to know to be effective teachers. This exam will be diagnostic; e.g. it will point out the strengths and omissions in students' preparation to that point. This exam is scheduled to be implemented in spring 2007.
- (C) Satisfactory review of a student's electronic portfolio by faculty members in the Department of History, based upon INTASC/IPSB standards and including artifacts developed in classes as appropriate. Satisfactory portfolio reviews will have achieved at least a "basic" rating of 2 on a 1-4 point scale. To view the **Portfolio Review Assessment Rubric**, see the following URL: http://www.bsu.edu/teachers/media/pdf/dp1dp2portrubric2002.pdf
- (D) Students must demonstrate that they are making satisfactory progress toward meeting the performance expectations outlined in the Social Studies Teaching Majors Fluency in Information Technology (FIT) Policy Statement. To view the **FIT Review Rubric**, see the following URL: http://www.bsu.edu/history/media/pdf/fit.pdf

Decision Point #3

- (A) Completion of Writing Competency Test.
- (B) Overall GPA of at least 2.5 in at least 93 credit hours and an overall GPA in history classes of 2.5 or better in at least 18 of the required 27 hours of history classes

- (C) Passage of the Decision Point 3 Historical Perspectives Exam. This will include not only questions based upon core requirement courses (as in the Decision Point 2 exam) but also questions that are document-based, assessing analytical skills developed in 300/400-level courses to that point in which the student integrates interpretation of the documents <u>and</u> knowledge of the period referred to in the question. **Students will have only THREE** opportunities to achieve the necessary passing score of 70%.
- (D) Satisfactory review of a student's electronic portfolio by faculty members in the Department of History, based upon INTASC/IPSB standards and including artifacts developed in classes as appropriate. The artifacts include not only artifacts from history content classes but also best lesson plans from SS350 and SS395. These items must be included in electronic portfolio under INTASC Principle #7. An updated reflection must also be included with Principle #7. Also evaluated at the time of the portfolio review will be fluency in technology. Students must demonstrate that they meet or exceed the performance expectations outlined in the Social Studies Teaching Majors Fluency in Information Technology (FIT) Policy Statement. To view the FTT Review Rubric, see the following URL: http://www.bsu.edu/history/media/pdf/fit.pdf The University Portfolio Review Assessment Rubric for DP 3 is at: http://www.bsu.edu/teachers/media/pdf/dp3rubric1 071306.pdf The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0.45723-.00.html

Remediation

As noted above, the DP2 summative evaluation is diagnostic; **the DP3 exam must be passed**. Each will be administered each semester as determined by the Department of History. Social Studies Teaching Majors will have THREE opportunities to pass the DP3 exam. Those students who do not so will NOT be certified by the Department of History as having satisfied content requirements as specified by the student's licensure area in History. Portfolio remediation is discussed under (D) above. The decision of faculty members in the Department of History involved in this process regarding satisfaction of content requirements in a student's licensure area, and portfolio review requirements as specified in the licensure area, shall be final.

Decision Point #4

- (A) Overall GPA of at least 2.5 in all courses
- (B) Completion of all content area courses with at least 2.5 GPA and 2.5 in sub-areas.
- (C) Completion of degree requirements.
- (D) Satisfactory completion of the following Praxis II subject assessment (The current passing score is 147)

Test Name	Social Studies: Content Knowledge
Test Code	0081
Number of Questions	130
Questions	130
Time	2 hours

Format	Multiple-choice questions				
	Content Categories I. United States History.		Approximate Number of Questions	Approximate Percentage of Examination	
			29	22 %	
	II.	World History	29	22 %	
	III. Government/Civics/Political Science		21	16 %	
	IV.	Geography	19	15 %	
	V.	Economics	19	15 %	
	VI.	Behavioral Sciences	13	10 %	

POLITICAL SCIENCE

Department of Political Science Overview

Social Studies Licensure Area: Government and Citizenship

One of the six disciplines a future teacher of social studies may select to concentrate in is government. The curriculum, courses and requirements to complete an endorsement in government is determined and supervised by the department of political science, located in **North Quad 240**, telephone **5-8780**. The department chairperson is Dr. Joe Losco, who also serves as the faculty advisor for social studies education majors. It is strongly recommended that students remain in regular contact with their faculty advisors for periodic portfolio review beyond the required review and to ensure timely and accurate completion of their academic requirements.

Prospective teachers of government and citizenship will be expected to possess knowledge of American government at the national and state and local level, political theory, and international and comparative politics, as well as a mastery of written and oral communication. The future teacher of social studies will also be expected to prove his or her ability to integrate key concepts of all of the social studies disciplines in the teaching of government.

All social studies education majors, regardless of their three concentration areas are required to complete one course from the remaining social studies disciplines. The recommended course in political science is POLS 130, American national government. Students should consider taking POLS 130 during their freshman year. For those seeking an endorsement in government, POLS 130 is the first required course in the curriculum and should be completed by the

end of the freshman year. The following curriculum, successfully completed, will satisfy the requirements for an endorsement in government and citizenship.

Social Studies Area: Political Science, 15 hours

Prefix	No	Short title	Cr Hrs		
Students must ta	Students must take the following courses (9 hours):				
POLS	130	American National Government	3		
	237	State and Local Politics	3		
	312	Early Western Thought	3		
Students must select two of the following courses (6 hours):					
POLS	210	Introduction to Political Science	3		
	280	Comparative Political Systems	3		
	293	International Relations	3		
	342	Public Policy	3		

In addition to completion of the 15 hour curriculum, all social studies education students with a concentration in government will be expected to fulfill all departmental requirements, such as periodic portfolio review and successful completion of the departmental qualifying exam, as outlined in the decision points document.

Department of Political Science Teacher Education Decision Points

Decision Point #1

The Department plays no role in assessment.

Decision Point #2

NOTE: Successful completion of all decision point 2 criteria for each of a student's three licensure areas is required for enrollment in SS350.

- Completion of POLS 130, American National Government, and at least one additional Political Science social studies education course with a GPA of no less than 2.5.
- Consultation with departmental advisor for review of representative artifacts from Political Science courses completed to date.

Decision Point #3

- Completion of all Political Science Social Studies Education courses with a grade point average of no less than 2.5. Overall grade point average must be no less than 2.5.
- Completion of Writing Competency Exam.
- Completion of departmental qualifying exam for social studies education majors with a total score of no less than 70%.
- Submission of portfolio with representative artifacts from all Political Science courses completed, to be
 evaluated in accordance with departmental and licensure area criteria. The University Portfolio Review

Assessment Rubric for DP 3 is at: http://www.bsu.edu/teachers/media/pdf/dp3rubric1 071306.pdf

The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0,45723--,00.html

Decision Point #4

- Overall grade point average of no less than 2.5.
- Completion of all social studies content courses with a grade point average of no less than 2.5.
- Completion of degree requirements.
- Satisfactory evaluation of teaching portfolio.

PSYCHOLOGY

Department of Psychological Sciences Overview

Social Studies Licensure Area: Psychology

Social Studies Area: Psychology, 15 hours

Prefix	No	Short Title	Cr Hrs
Students n			
PSYSC	100	General Psychology	3
	493	Teachers of Psychology 1	1
	494	Teachers of Psychology 2	2
Students n	nust selec	ct one of the following courses (3 hours):	
PSYSC	267	Introduction to Biopsychology	3
	468	Physiological Psychology	3
Students n	nust selec	ct one of the following courses (3 hours):	
PSYSC	362	Motivation and Emotion	3
	364	Psychology of Learning	3
	416	Psychology of Cognition	3
Students n	nust selec	ct one of the following courses (3 hours):	
PSYSC	316	Social Psychology	3
	317	Personality	3
	324	Psychology of Women	3
	432	Abnormal Psychology	3

Each student's program of study must include at least one of the following courses: PSYSC 416, PSYSC 432, or PSYSC 468.

This section of the handbook is designed to provide important information, help, and guidance for students who are seeking a teaching license in the Psychology area of Social Studies. The guide that follows should be used along with regular visits with your advisor as you progress through your program.

During your freshman year at Ball State University . . .

Take PSYSC 100, General Psychology. This course is the introductory course in the psychology curriculum and must be taken before any other Psychological Science courses. Taking this course during your freshman

year will help you to confirm your interest in be a high school psychology teacher and will get you started in your professional program.

By the end of your freshman year, you should have completed PSYSC 100 and begun the process of passing the PPST. Your will also have gotten started on completing your University Core Curriculum requirements and will have started building your professional digital portfolio.

- Once you have declared a teaching major in Social Studies with Psychology as an area, you will be assigned an advisor in the Department of Psychological Science. Currently the Psychological Science Department's advisor for teaching majors is Dr. Kristin Ritchey. Her office is located at North Quad 127, her telephone number is 285-1704 and her e-mail address is karitchey@bsu.edu. It is very important that you meet with your advisor as soon as you have declared Psychology as a teaching area so that you can discuss the requirements of the Psychology part of your program with your advisor.
- 3 If you have questions about the professional education aspects of your program, contact the North Quad Advising Center (3rd floor of the east wing), 285-1167.

By the end of your sophomore year, you should have completed PSYSC 100 and at least one other course in the Psychological Science teacher education curriculum. However, you should not take PSYSC 493 before the second semester of your junior year.

- Except for requiring that PSYSC 100 be the first course you take and that PSYSC 493 and PSYSC 494 be the last courses you take, the Psychological Science teacher education curriculum is relatively unstructured. You must take at least one course from **each** of the following groups. You may take these courses in any order you choose.
 - Group 1: PSYSC 267 (Biopsychology) or PSYSC 468 (Physiological)
 - Group 2: PSYSC 362 (Motivation and Emotion) or PSYSC 364 (Learning) or PSYSC 416 (Cognition)
 - Group 3: PSYSC 316 (Social) or PSYSC 317 (Personality) or PSYSC 324 (Psychology of Women) or PSYSC 432 (Abnormal)
- 5 Of the three courses you choose, you **must** take at least **one** of the following: PSYSC 416, PSYSC 432, or PSYSC 468
- 6 Although some of the courses listed above have PSYSC 241 (Statistics) as a prerequisite, this requirement has been waived for teacher education students.

Decision Point 2 in the University's Teacher Education Program (admission to teacher education) will usually come at the end of your sophomore year. In addition to the University's requirements and those of your other Social Studies teaching areas, you must meet the following requirements for Psychological Science:

Requirement 1: Completion of PSYSC 100 and one other PSYSC Teacher Education Course

with a GPA of at least 2.5.

Assessment: Review of DAPR by Psychological Science Teacher Education Advisor.

Scoring: Based on GPA: < 2.5 = Unsatisfactory (U), 2.5-2.99 = Basic (B), 3.0-3.49 = Proficient

(P), 3.5-4.0 = Distinguished (D)

2 Requirement 2: Discuss Psychological Science Teacher Education Portfolio requirements with

Psychological Science Teacher Education Advisor.

Assessment: Psychological Science Teacher Education Advisor is satisfied that student understands

requirements.

Scoring: yes = Basic, no = Unsatisfactory

3 Requirement 3: Submission of at least one artifact from PSYSC 100 and two artifacts from each

additional PSYSC Teacher Education course taken to date to Psychological Science

Teacher Education Advisor for review.

At Decision Point 2, The Department of Psychological Science reviews reflective statements, rationales, and performance based artifacts that are tied to INTASC Principle #1—"The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."

The artifacts should meet the following criteria:

A. Should reflect your knowledge and understanding of psychology;

B. Should have been completed in a psychology course taken at Ball State (at least one must have been: this allows for transfer students to include previous work but does require some BSU work to be included.)

C. Should include the specific course name, instructor, and date of completion, as well as any feedback you received from your professor (i.e., rubric, comments).

D. Should be digitized as a doc, html, pdf, or ptt file and accessible online at the link you have provided.

E. Include a 500 to 1000 word *Reflective Statement* explaining how the information you learned while completing this artifact has influenced or will influence your teaching, reflecting on your own abilities, experiences, and or/goals as either a learner or teacher. You may retain your initial reflective statement from Decision Point 1, but build upon it. You may include a definition of Principle 1, but more importantly, you should clearly state your approach to teaching psychology as you view it at this point in your career. You do not have to be profound; we realize that this approach will develop with time and as you take more psychology classes. But, you do need to be more specific than to simply say psychology is "useful" or "fun" or "interesting." What main ideas do you hope to convey to their students about the psychology? As some examples, will you emphasize nature vs. nurture, how psychology is influenced by current events, how psychology relates to other disciplines, how psychology is a science, and/or the role of diversity in psychology? This reflective statement will answer the following questions: 1. What does this standard mean to you and why is it important? 2. What experiences have you had, especially in Ball State classrooms, that have influenced your interpretation of the principle?

F. Provide a separate <u>Rationale</u> for each artifact demonstrating competency in INTASC Principle #1. Describe the artifact & <u>justify its inclusion</u> in your portfolio by showing how it demonstrates your increasing grasp of psychology. Explain what the artifact demonstrates about your growing competence and what your strengths and weaknesses are in relation to this standard.

Think of the rationale as a "bridge" between your reflective statement in which you try to state your competence in psychology, and the artifact which is a concrete example of your competence/performance in psychology. For example, if your artifact is a research paper, and your reflective statement says you want to emphasize that psychology is a science, then your rationale should bridge the gap between these two by explaining how your paper demonstrates your knowledge of psychology as a science. Include *Course Data* (e.g., course number and title, date/semester completed, instructor name) and *Instructor Feedback* (e.g., scoring rubric, comments sheet, grading summary page)—when available—for each artifact. If at all possible, provide at least one artifact which has instructor feedback. Provide a *Link* to all of the above items on the INTASC Principle #1 page of the electronic portfolio index created in EDSEC 150.

Notify via email the Dept. of Psychological Science Decision Point Contact listed below when you are ready for the review to be conducted, including the URL: Dr. Kristin Ritchey, karitchey@bsu.edu.

Please note that individual portfolio reviews must be requested by the designated deadline for each fall and spring semester. These deadlines are posted on the SSTM bulletin board outside of BB 221 and on http://www.bsu.edu/history/sstm

Assessment: The University Portfolio Review Assessment Rubric for DP 2 is at: http://www.bsu.edu/teachers/media/pdf/dp1dp2portrubric2002.pdf

The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0,45723--.00.html

A note on the scoring of artifacts: Because teaching majors usually represent less that 5% of the students enrolled in Psychological Science courses, the faculty cannot score the assignments that produce teacher education artifacts differently for teacher education students than for other students. The Department has therefore established the following grade equivalencies:

- 4 A or A- = Distinguished
- 5 B+, B, or B- = Proficient
- 6 C+, C. or C- = Basic
- 7 less than C- = Unsatisfactory

During the second semester of your junior year or during the summer between your junior and senior years, you should begin the PSYSC 493/494 sequence. These courses are designed to help you become familiar with issues that are specific to the teaching of psychology. The courses follow a tutorial/mentorship model, so the specific issue and topics to be covered, the artifacts to be produced, and the criteria for evaluating those artifacts will be agreed upon by the instructor and student.

- In PSYSC 493 (Teaching of Psychology 1; 1 credit) you will work with a PSYSC 100 instructor to develop curriculum plans, tools for the assessment of learning, and evaluations plans for an introductory psychology course. You will choose the PSYSC 100 instructor with whom to work in consultation with your Psychological Science advisor. Before taking this course, you must have completed PSYSC 100 and at least two other courses in the psychology curriculum of the Social Studies Teaching Major and have the permission of the Department Chair.
- 2 You then take PSYSC 494 (Teaching of Psychology 2; 2 credits) in the semester following PSYSC 493. In this

course you will provide classroom instruction, conduct learning assessments, and conduct a learning evaluation study under the supervision of the PSYSC 100 instructor you work with in PSYSC 493. Before taking this course, you must have satisfactorily completed PSYSC 493 and have the permission of the Department Chair.

Prior to doing your student teaching, you must pass Decision Point 3 in the University's Teacher Education Program. In addition to the University's requirements and those of your other Social Studies teaching areas, you must meet the following requirements for Psychological Science:

At Decision Point 3, The Department of Psychological Science reviews reflective statements, rationales, and performance based artifacts that are tied to INTASC Principle #1—"The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."

1 Requirement 1: Completion of all PSYSC Teacher Education Course requirements with a GPA of at least 2.5 (PSYSC 494 may be in progress).

Assessment: Review of DAPR by Psychological Science Teacher Education Advisor.

Scoring: Based on GPA: $\langle 2.5 = U, 2.5 - 2.99 = B, 3.0 - 3.49 = P, 3.5 - 4.0 = D$

2 Requirement 2: Completion of PSYSC 493 and completion of or enrollment in PSYSC 494 with

favorable narrative evaluation by teaching mentor.

Assessment: Review of evaluation by Psychological Science Teacher Education Advisor.

Scoring: As recorded by PSYSC 493/494 instructor based on criteria established for that student.

3 Requirement 3: Submission of at least one artifact from each PSYSC Teacher Education Course taken to date to Psychological Science Teacher Education Advisor for review.

The artifacts should meet the following criteria:

- A. Should reflect your knowledge and understanding of psychology;
- B. Should have been completed in a psychology course taken at Ball State (at least one must have been: this allows for transfer students to include previous work but does require some BSU work to be included.)
- C. Should include the specific course name, instructor, and date of completion, as well as any feedback you received from your professor (i.e., rubric, comments).
- D. Should be digitized as a doc, html, pdf or ptt file and be accessible online at the link you have provided.

E. Include a 500 to 1000 word <u>Reflective Statement</u> explaining how the information you learned while completing this artifact has influenced or will influence your teaching, reflecting on your own abilities, experiences, and or/goals as either a learner or teacher. You may retain your reflective statement from Decision Point 2, but build upon it. You may include a definition of Principle 1, but more importantly, you should clearly state your approach to teaching psychology as you view it at this point in your career. This reflective statement will answer the following questions: 1. What does this standard mean to you and why is it important? 2. What experiences have you had, especially in Ball State classrooms, that have influenced your interpretation of the principle?

F. Provide a separate <u>Rationale</u> for each artifact demonstrating competency in INTASC Principle #1. Describe the artifact & <u>justify its inclusion</u> in your portfolio by showing how it demonstrates your increasing grasp of psychology. Explain what the artifact demonstrates about

your growing competence and what your strengths and weaknesses are in relation to this standard. Think of the rationale is a "bridge" between your reflective statement in which you try to state your competence in psychology, and the artifact which is a concrete example of your competence/performance in psychology. For example, if your artifact is a research paper, and your reflective statement says you want to emphasize that psychology is a science, then your rationale should bridge the gap between these two by explaining how your paper demonstrates your knowledge of psychology as a science. Include *Course Data* (e.g., course number and title, date/semester completed, instructor name) and *Instructor Feedback* (e.g., scoring rubric, comments sheet, grading summary page)--when available--for each artifact. If at all possible, provide at least one artifact which has instructor feedback. Provide a *Link* to all of the above items on the INTASC Principle #1 page of the electronic portfolio index created in EDSEC 150.

Assessment: The University Portfolio Review Assessment Rubric for DP 3 is at: http://www.bsu.edu/teachers/media/pdf/dp3rubric1 071306.pdf

The policies and procedures for evaluation, determining overall proficiency, and remediation are at http://www.bsu.edu/teachers/article/0,45723--,00.html

Requirement 4:

Submission of a 1500 to 2000 word essay on the role of psychology in the high school curriculum. At a minimum, address the following issues: What should the psychology course include and why are those elements important? How does psychology fit in with and complement the rest of the high school social studies curriculum? How does a high school psychology course help students in their current lives and in the future. The essay should include references to publications on the topic and/or the opinions of subject matter experts (such as current high school psychology teachers and University psychology faculty) on the topic.

Assessment & Scoring: This requirement will be evaluated based on the following criteria:

$\underline{U} = An Unsatisfactory rating would be given in any of the following circumstances:$

- 1 The author does not include information from a publication or a subject matter expert.
- 2 The author cites one of these sources but misrepresents what that source says.
- 3 The author includes information from one of these sources but does not cite that source.
- 4 The essay contains multiple grammar, punctuation, or spelling errors.
- 5 The essay is significantly shorter or longer than the 1500-2000 word requirement.

B= A Basic rating would be given in the following circumstances:

- 1 At least one of these topics is not mentioned
- 2 All topics are mentioned, but at least one topic is not fully explained or addressed.
- All topics are fully explained, but the author fails to explain his/her reasoning, and states the information as fact without supporting his/her opinion.
- 4 The author uses incorrect information as an argument to support his/her opinion.
- 5 The essay is disorganized and/or difficult to understand.

P= A Proficient rating would be given in the following circumstances:

- 1 The essay meets all the assigned criteria
- 2 The essay is clearly written (i.e., organized format)

<u>D</u>= A Distinguished rating would be given in the following circumstances:

- 1 The essay meets all the assigned criteria
- 2 The essay is exceptionally well-written (i.e., is clear, organized, etc.)

Requirement 5: Submission of a 1000 to 1500 word paper critiquing a popular print medium (e.g., *Time, Newsweek*, "teen" magazines, etc.) presentation of psychological principles or the results of psychological research. Include a copy of the article.

Assessment & Scoring:

U = An Unsatisfactory Mark would be given in any of the following circumstances:

- 1 The essay does not refer to a psychological principles or research.
- 2 The essay contains only a summary of the article but not a critique.
- 3 The essay contains only a critique but not a summary of the article.
- 4 The author uses incorrect information as an argument to support his/her opinion.
- 5 The essay does not include a copy of the article.
- 6 The copy is incomplete (i.e., missing pages) or difficult to read (i.e., a poorphotocopy)
- 7 The copy is missing important information (i.e., the title or name of journal has been cut off)
- 8 The essay is significantly shorter or longer than the 1000- 1500 word requirement.

B= A Basic/Pass mark would be given if all none of the problems listed above are present.

- 1 The essay contains multiple grammar, punctuation, or spelling errors.
- 2 The essay is disorganized and/or difficult to understand.

P= A Proficient rating would be given in the following circumstances:

- 3 The essay meets all the assigned criteria
- 4 The essay is clearly written (i.e., organized format)

<u>D</u>= A Distinguished rating would be given in the following circumstances:

- 1 The essay meets all the assigned criteria.
- 2 The essay is exceptionally well-written (i.e., is clear, organized, etc).

We **strongly** recommend that you discuss requirements 4 and 5 with your Psychological Science advisor before beginning work on them to ensure that you completely understand what is required.

Notify via email the Dept. of Psychological Science Decision Point Contact listed below when you are ready for the review to be conducted, including the URL: Dr. Kristin Ritchey, karitchey@bsu.edu.

Please note that individual portfolio reviews must be requested by the designated deadline for each fall and spring semester. These deadlines are posted on the SSTM bulletin board outside of BB 221 and on http://www.bsu.edu/history/sstm

SOCIOLOGY

Department of Sociology Overview

Social Studies Licensure Area: Sociology

Social Studies Area: Sociology, 15 hours

Prefix	No	Short title	Cr Hrs
Students	must take th	e following course (3 hours):	
SOC	100	Principles of Sociology	3
Students	must select t	two of the following courses (6 hours):	
SOC	235	Sociology of Women	3
	241	Deviance	3
	242	Social Problems	3
	260	Society and the Individual	3
	_		

Students must select two of the following courses (6 hours):

SOC	228	Globalization and the Third World	3
	320	Social Inequality	3
	421	Racial and Cultural Minorities in the United States	3
	424	Family	3
	427	Sociology of Religions	3
	470	Population and Demography	3

Introduction to Sociology

Sociology is the scientific study of human interaction. Sociologists strive to understand human behavior by placing it within its broader social context. Sociology deals with the effects of groups upon individuals, interactions among groups and organizations of many kinds, cultural beliefs that direct human behaviors, and comparisons of the United States with other societies around the world.

Expectations for Sociology Teachers

Social science instructors who teach courses in sociology are expected to understand interactions among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students. Sociology teachers should be able to demonstrate to students that social context has a powerful effect on human behavior. Toward that end, sociology teachers should be able to instruct students about the sociological perspective, the organization of social groups, the mechanics of social inequality, and the organization and effects of social institutions.

Portfolio Artifacts

Students are advised to keep papers, projects, quizzes, exams, journals, and other special projects (artifacts) from their sociology classes. These artifacts will by compiled by the student in a portfolio. This portfolio will be assessed by the department of sociology before the student will receive his/her teaching license. Social science teaching majors with areas in sociology are required to meet with the Sociology Undergraduate Advisor yearly to ensure they are making progress on their portfolios.

Department of Sociology Teacher Education Decision Points

Decision Point #1

• Confer with advisor about appropriate courses to take in sociology and maintain GPA of 2.5 in Sociology.

Decision Point #2

NOTE: Successful completion of all decision point 2 criteria for each of a student's three licensure areas is required for enrollment in SS350.

- Confer with advisor about taking appropriate courses in sociology and maintaining teaching portfolio.
- Successfully completed SOC 100 and at least one other 200-level course.
- Maintain GPA of 2.5 in Sociology.

Decision Point #3

- All Sociology courses completed with at least a 2.5 GPA. Students may be enrolled in their final sociology class(es) at the time of the DP3 portfolio review.
- Obtain at least a 75% on Sociology Content Area Exam.
- The completed portfolio is submitted to the content area advisor for review of artifacts and rationale statements from Sociology courses. Students must have a minimum of 4 artifacts and rationale statements from at least 3 sociology classes to pass the DP3 portfolio review and to establish eligibility for student teaching.

Decision Point #4

Maintain GPA of 2.5 in Sociology.

APPENDICES

APPENDIX A

INDIANA PROFESSIONAL STANDARDS BOARD
FRAMEWORK FOR INITIAL LICENSURE OF PROFESSIONAL EDUCATORS
IN THE STATE OF INDIANA
Revised, April 23, 2002

www.in.gov/psb/future/appfrmwrk.htm

SOCIAL STUDIES

Content: Based on the content Standards for Teachers of Social Studies, the license will state three or more of the following:

- Economics
- Geographical Perspectives
- Government and Citizenship
- Historical Perspectives
- Psychology
- Sociology

Comment: The standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives,

psychology, sociology, and world cultures. Candidates for Social Studies licensure must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least three content areas selected from the following: economics, geographical perspectives, historical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in each area of concentration. Civic ideals and practices, current events, and world cultures are an integral part of each content area.

APPENDIX B

INDIANA PROFESSIONAL STANDARDS BOARD TEACHERS OF SOCIAL STUDIES CONTENT STANDARDS

www.state.in.us/psb/future/social_st.htm

Standard #1: Civic Ideals and Practices.

Teachers of Social Studies understand the ideals, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students.

Performances

- 1. interpret and evaluate sources and examples of citizens' rights and responsibilities.
- 2. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 3. create a policy statement and plan of action which achieve one or more goals related to an issue of public concern.

Knowledge

- 1. understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law.
- 2. recognize and analyze various forms of citizen action that influence public policy decisions.
- 3. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.

Dispositions

- 1. advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.
- 2. perceive the need to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, while identifying, describing, and evaluating multiple points of view.

- 3. appreciate how many public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.
- 4. commit to engage in activities to improve the community based upon evaluation of possible options for citizen action.

Standard #2: Historical Perspectives.

Teachers of social studies understand the way human beings view themselves in and over time and can use this knowledge to create meaningful learning experiences for students.

Performances

- 1. create learning opportunities that demonstrate the ability to trace and analyze chronological periods and that examine the relationships of significant themes and concepts in history.
- 2. adapt curriculum, instruction, resources, and assessment to provide for a range of wide student differences.
- 3. create learning opportunities that help students exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.
- 4. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to allow for informed decision making about and action taken on public issues.
- 5. identify and describe selected historical periods and patterns of change within and across cultures.

Knowledge

- 1. comprehend that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 2. identify and describe selected historical periods and patterns of change within and across cultures.
- 3. evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Dispositions

- 1. possess critical sensitivities such as empathy by reading first person accounts and skepticism by comparing varying viewpoints on a particular issue; this will allow students to study attitudes, values, and behaviors of people in different historical contexts.
- 2. commit to acknowledging that scholars may describe the same event or situation in different ways and to providing reasons or evidence for their views.
- 3. value understanding of societal concerns, standards, issues, and conflicts related to universal human rights.

Standard #3: Geographical Perspectives.

Teachers of social studies understand the nature and distribution of Earth's *people, places, and environments* and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.

Performances

- 1. possess mental maps that can be used to interpret political, physical, and cultural distribution patterns of present and past events.
- 2. are able to access or prepare maps and graphs, using technology as needed, to demonstrate spatial distribution and relationships.
- 3. demonstrate knowledge of Earth's dynamic physical systems and their impact on humans, including plate tectonics and vulcanism, degradation and aggradation, earth/sun relations, wind systems and ocean currents, the water cycle, weather and climate, and related patterns of natural vegetation and land use.
- 4. demonstrate an understanding of population dynamics and distribution, cultural diversity, and the level of economic development which exists on Earth; and are able to relate these to physical, cultural, historical, economic, and political circumstances.
- 5. are able to relate Earth's physical systems and varied patterns of human activity to world environmental problems.

Knowledge

- 1. know and understand the interrelationship of the five themes of geography: location, place, human/environment interaction, movement, and region.
- 2. prepare, interpret, use, and synthesize information from various representations of the Earth, such as maps, globes, photographs, paintings, and their own observations, to synthesize information and interpret spatial patterns.
- 3. know Earth's physical and human patterns and understand how people interact with their physical environment.
- 4. understand the concept of a Region, a human construct for organizing information to interpret Earth's complexity; know the physical and cultural characteristics that distinguish each of the world's culture regions, and the major countries within each world region.
- 5. understand that the flow of people, goods, and ideas links all parts of the world in an interdependent and ever-changing system that creates and spreads wealth unevenly.

Dispositions

- 1. recognize and critically evaluate for classroom use appropriate geographic resources, data sources, and tools such as globes, atlases, maps, map projections, aerial photographs, satellite images, geographic information systems (GIS), newspapers, journals, and databases.
- 2. value and encourage the use of mental maps at local, regional, national and world scales both to foster understanding of relative location, direction, size, and shape and to serve as a spatial foundation for all knowledge.

- 3. recognize and value the varieties of human imprints on Earth as a reflection of people's culture, technology, needs, ideals, and governance.
- 4. appreciate the need to assess the impact of physical and human geography on historical events, and, conversely, the role of the past in the development of present human spatial patterns.

Standard #4: Government and Citizenship.

Teachers of social studies understand how people create and change structures of power, authority, and governance and can use this knowledge to create meaningful learning experiences for students.

Performances

- 1. apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- 2. apply ideas, theories, and modes of inquiry drawn from political science to examine persistent issues and social problems.
- 3. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to resolving conflict.

Knowledge

- 1. grasp and are able to explain the purposes of government at the local, state, and national levels and are able to analyze how powers are acquired, used, and justified.
- 2. know and are able to compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and to identify representative political leaders from selected historical and contemporary settings.
- 3. understand ideas and mechanisms to meet the needs and desires of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Dispositions

- 1. recognize and address persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 2. perceive and acknowledge that groups and organizations encourage unity and deal with diversity to maintain order and security.
- 3. recognize the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Standard #5: Economics.

Teachers of social studies understand why and how people organize for the production, exchange, and consumption of goods and services and can use this knowledge to create meaningful experiences for students.

Performances

- 1. create learning experiences that develop key skills in economics: identifying economic problems, alternatives, and costs; analyzing economic incentives and the consequences of changes in economic conditions and public policies; and collecting, organizing, and interpreting economics data and reference sources.
- 2. demonstrate the ways in which scarcity necessitates the choices individuals and societies must make to satisfy wants.
- 3. apply economic concepts and reasoning when evaluating historical and contemporary social issues and public policies.

Knowledge

- 1. realize that we live in a mixed market economic system in which production, exchange, and consumption decisions are made through the market interacting with government and are influenced by tradition.
- 2. understand that increasing technological change and globalization have resulted in a highly interdependent world economy.
- 3. comprehend that because resources are scarce and often unevenly distributed across people and regions, specialization and systems of exchange are necessary to improve the well-being of both the individual and society.

Dispositions

- 1. believe that the study of economics should prepare students to function more effectively as workers, consumers, savers, investors, and citizens throughout their lives; in short, they help students to become effective participants in the global economy.
- 2. accept the scope of economics as the study of the allocation of scarce resources to satisfy unlimited wants.
- 3. acknowledge the ever-changing nature of the economy and the role of individuals in it.

Standard #6: Current Events.

Teachers of social studies understand *global connections and interdependence* and can create meaningful learning experiences for students.

Performances

- 1. use print and electronic media, maps, globes, and atlases to provide students with information about events that are occurring.
- 2. create learning experiences about current issues that encourage research and problem solving.
- 3. describe and analyze the effects of changing technologies on the local and global communities.

Knowledge

- 1. understand the interdisciplinary nature of social studies and know how to make connections using current events.
- 2. know how to use a variety of resources, both primary and secondary, to better understand the causes and effects of current events on the student's world.
- 3. understand that current events provide an arena for the study of global connections through the interplay of Earth's physical and human systems.

Dispositions

- 1. value and understand that "today's current event is tomorrow's history" and that current events provide opportunities for the study of global connections and our interdependence on this planet.
- 2. appreciate the ever-changing nature of current events and the need to maintain a flexible classroom approach.
- 3. monitor ongoing current events and create classroom opportunities for students to see the relationship of these events to their lives.

Standard #7: Psychology.

Teachers of social studies understand *individual development and identity* and can use this knowledge to create learning experiences designed to promote student growth and reflection.

Performances

- 1. guide investigation into the relationship between social norms and emerging personal identities.
- 2. explore the processes that influence identity formation.
- 3. show different ways individuals develop and how personalities may change over a period of time.

Knowledge

- 1. possess knowledge of the ways group and cultural influences contribute to the development of a sense of self.
- 2. know how learning and physical development affect behavior.
- 3. realize the factors that affect mental health.

Dispositions

- 1. view themselves and their students as unique individuals who interact with other individuals and groups including family, school, community, country, and the world.
- 2. value how people meet their basic needs in a variety of contexts.

3. advocate the creation of learning opportunities by analyzing why people behave as they do.

Standard #8: Sociology.

Teachers of social studies understand interaction among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students.

Performances

1. analyze how groups and institutions influence people, events, and elements of culture.

2. apply how groups and institutions work to meet individual needs and promote the common good.

3. describe the role of institutions in furthering both continuity and change.

Knowledge

1. know how individuals, groups, and institutions are formed, controlled, and maintained in a society.

2. understand how roles, status, and social class describe the interactions and connections between individuals, groups, and institutions in society.

3. realize how individuals, groups, and institutions develop and change over time, thus furthering both continuity and change.

Dispositions

1. value the constant, but also ever-changing, content of sociology and the need for continuous growth to remain knowledgeable and current.

2. believe that social institutions play an integral part in the life of an individual.

3. appreciate how social institutions are formed and maintained or changed.

4. are sensitive to diversity issues.

Standard #9: World Cultures.

Teachers of social studies understand *culture and cultural diversity* and can use this knowledge to create meaningful learning experiences for students.

Performances

1. guide investigation of nations and cultures of the world in terms of their diversity, commonalities, and interrelationships.

2. select and integrate knowledge from the social sciences, the natural sciences, and the humanities in order to prepare students to live effectively in a world with limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

3. recognize and accommodate the variety of learning styles and modes of expression students bring to the study of world cultures.

Knowledge

- 1. understand culture, human diversity, and the interconnections among peoples of the world.
- 2. possess an understanding of the interdisciplinary nature of the content of the subject matter of world cultures.
- 3. cultivate a perspective of the world which emphasizes interconnections.

Dispositions

- 1. realize that effective cross-cultural communication is fostered through understanding the historical, geographical, and economic roots of diversity.
- 2. possess an understanding of the interdisciplinary nature of the subject matter of world cultures.
- 3. cultivate a perspective of the world which emphasizes interconnections.
- 4. commit to connecting the study of world cultures to the students' own experiences.

Standard #10: Instructional Resources/Technology.

Teachers of social studies understand the value of using high quality instructional resources, including technology, in teaching.

Technology includes all print and electronic equipment and media that can be used in a social studies classroom. Among these are the following: books, printed and on-line newspapers and magazines; electronic atlases; newsbanks and data bases; interactive television and distance learning; electronic mail and Internet access; CD-ROMS; simulations; drill, review and electronic testing; and many others to be developed in the future. Teachers are constantly searching for techniques, resources, strategies, and applications which facilitate instruction.

Performances

- 1. utilize instructional technologies in the teaching and learning process.
- 2. assign research projects which require the use of technology.
- 3. select, adapt, and prepare instructional materials to meet the needs of all students by choosing from written materials, electronic media, computer software, artifacts, and other appropriate resources.

Knowledge

- 1. know how to select, modify, and prepare traditional and emerging instructional resources, materials, and equipment which improve student learning.
- 2. can describe, evaluate, and utilize instructional technologies to enrich student learning and to support appropriate classroom managerial activities.

- 3. understand how and where to locate needed informational resources both in the school and in the community.
- 4. know how to prepare lessons which encourage students to access information sources and refine critical thinking skills.

Dispositions

- 1. possess an enthusiasm for teaching through the use of varied instructional resources including applications of technology.
- 2. value collaboration with colleagues to improve instructional practices.
- 3. appreciate the local community as an important resource for teaching and learning and encourage their students to do the same.

Standard #11: Learning Environment.

Teachers of social studies create and develop a dynamic learning environment that is characterized by positive, productive, and healthy interactions. The learning environment is supportive, congenial, and purposeful. Students are intellectually challenged and encouraged to learn and grow.

Performances

- 1. demonstrate a sincere interest in their students' ideas and activities by attending school functions and by holding informal discussions with students.
- 2. show persistence and inquisitiveness and involve all students in active classroom participation.
- 3. create and maintain a learning environment that is physically, emotionally, and intellectually safe where students know their participation is welcomed and that teachers care about them as individuals.

Knowledge

- 1. know how to create an atmosphere where students feel welcomed, safe, valued, and respected.
- 2. know the potential risk behaviors that may impact their students' development and understand the principles of effective classroom management.
- 3. know about human motivation, human behavior, the nature of social studies, and the ways students learn the various social studies disciplines as individuals and in groups.
- 4. know how to help students to be reflective decision makers.

Dispositions

- 1. recognize the need to foster a love of learning among their students.
- 2. acknowledge responsibility for establishing a caring environment that supports a productive, open, and enriching learning environment.

- 3. value virtues that students should emulate, such as honesty, responsibility, respect, fairness, compassion, and civic responsibility.
- 4. react appropriately to student behavior.

Standard #12: Assessment.

Teachers of social studies understand and use both formal and informal assessment methods to obtain useful information about student learning and development.

Performances

- 1. use ongoing assessment and student feedback to reflect upon and improve or modify teaching practice.
- 2. make use of a variety of appropriate assessment activities to determine levels of student learning.
- 3. maintain records of student work and performance and communicate student progress to students, parents, and colleagues.

Knowledge

- 1. understand that assessment must be congruent with instruction.
- 2. set performance expectations and determine the degree to which these expectations are met through the use of multiple assessment techniques.
- 3. know how to analyze a student portfolio or other exemplars of student work and can identify the skills which should be taught next to the student.
- 4. use assessment data effectively to plan learning activities.

Dispositions

- 1. value ongoing assessment as essential to the learning process.
- 2. appreciate the use of a variety of assessments to identify and communicate student strengths in the social studies disciplines.
- 3. believe all students should set high personal goals for themselves.

Standard #13: Reflection.

Teachers of social studies reflect on their practice, on students' performance, and on developments in the field to continue their own growth as teachers.

Performances

1. regularly engage in the process of professional growth through attending classes or participating in other continuing education activities.

- 2. stay abreast of current research, trends, and information through activities such as reading professional journals, actively participating in professional organizations, observing master teachers, and collaborating with colleagues.
- 3. consult with colleagues within the school to support their own development as lifelong learners.

Knowledge

- 1. seek information, assistance, and ideas about their practice from a variety of sources in an effort to improve classroom performance.
- 2. know their professional responsibility to be lifelong, self-directed learners and to develop and refine practices that attend to the social studies needs of students.
- 3. are familiar with a variety of self-assessment and problem-solving techniques to assist themselves in reflecting on professional practice.

Dispositions

- 1. value reflection on practice as a central responsibility of a professional.
- 2. value advice from colleagues.
- 3. acknowledge responsibility for discovering, developing, and refining practices which address individual needs of students.