

MOREHEAD STATE UNIVERSITY

PROGRAM REVIEW

for

AREA OF CONCENTRATION IN SOCIAL STUDIES

Bachelor of Arts Degree with Secondary Certification 8-12

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Educational Professional Standards Board

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1. Conceptual Framework

Overview of Unit's Conceptual Framework

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills"

The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are no merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997)
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952)

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the "Educator as Architect," metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts

- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952)
- Providing students with direct experiences; so that they can use and process information while seeking solutions (Piaget, 1969)

Placing students in authentic or “real” world settings so that learning has the potential to be meaningful

(<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)

- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966)
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993)
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000)
- Extending graduate’s ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959)
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000)

The entire Morehead State Conceptual Framework document is available on line:
http://msucoe.org/conceptual_framework.htm

Area of Concentration in Social Studies 8-12 Program’s Relationship to Conceptual Framework

The BA Area of Concentration in Social Studies prepares graduates to meet the requirements of the state of Kentucky for certification in social studies that includes history, economics, geography, political science, anthropology, and psychology. Sociology has been dropped as a part of this certification since Kentucky now recognizes single discipline certification in Sociology, although students will be advised to continue to take SOC 101 in the general education component. It is impossible for any four-year program to prepare students adequately in six or seven disciplines, therefore this program provides a strong

background in history, and additional course work in the disciplines most frequently taught in state secondary schools –government, and geography. It also provides some emphasis in Economics to meet the requirements of the state’s core content for assessment.

Graduates complete a carefully designed curriculum that provides core content in each of these disciplines and an understanding of important methodologies and pedagogical principles in each. Upon completion of this program, graduates will be certified to teach grade 8-12 history and social studies classes, United States government or political science, and geography (including world geography and cultures). They will have completed course work that includes cross-cultural perspectives, diversity and gender issues, and globalism, multi-culturalism, and post-structuralist analysis. They will have developed their own skills at problem-solving, critical thinking and situational analysis, and have been trained to foster it in their students. In addition, they will have completed courses that require general computer competencies but also specific technology skills such as computer cartography and quantitative analysis. They will also have successfully completed two content based teaching methods courses in which they demonstrate their understanding of KERA and Kentucky’s Core Content for Assessment.

The Area of Concentration in Social Studies prepares graduates to select, integrate, and translate knowledge and methodology from history and social science disciplines appropriate to the 8-12 level, includes experiences in curriculum design for different settings, and addresses the multicultural aspects of social studies teaching. Designed to build upon the student’s General Education experience, the program provides the foundation in Academic Specialties and includes appropriate Clinical Experience. The required courses provide opportunities for students to observe or participate in several important components of the Kentucky Education Reform Act, including: (1) research-based instructional practices; (2) performance-based student assessment; (3) curriculum goals in Social Studies; and (4) instructional uses of technology.

To perform these complex, interrelated functions, a range of knowledge and experiences are required. These have been grouped by MSU’s Professional Education Unit into the following five domains:

1. General Education: providing a broad background in general and liberal arts;
2. Academic Specialties: developing an in-depth understanding of one or more specialty areas including the structure of the discipline;
3. Psychological, Philosophical, and Social Fundamentals: understanding the foundations of education;
4. Pedagogical Knowledge and Skills: integration of the knowledge base on

validated best practices in education and utilization of this knowledge in day-to-day classroom situations; and

5. Field and Clinical Experiences: application and refinement of effective pedagogical skills in a variety of instructional settings. The typical sequencing of experiences in each of these domains is shown in the following chart.

Area of Concentration in Social Studies 8-12
Sequencing of Experiences

Semester	1	2	3	4	5	6	7	8
General Studies	X	X						
Specialty Studies			X	X	X	X	X	
Foundations of Education		X	X					
Pedagogical Skills				X	X	X	X	X
Field Experiences			X	X	X	X	X	
Clinical Experiences								X

Professional Education Core’s Relationship to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging students in education content, a variety of learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are placed in authentic settings so that the meaning of learning and practice is increased.

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework. Demonstrating an

understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates' ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates' ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is and extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course). Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

2. Program Experiences

The Area of Concentration in Social Studies, by its very nature requires intense but broad academic preparation, and the primary focus of the program is on content. However, graduates of the program must achieve expected levels of performance relative to the New Teacher Standards for Preparation and Certification. Whether the New Teacher Standards are taught, reinforced, or modeled, they form an important part of the area of concentration curriculum. Following is a matrix indicating whether the standard indicator is present at the introductory level (I); is emphasized and developed (D); or is demonstrated proficiently as a skill (S)

Matrix 1: Treatment of New Teacher Standards in Required Courses.

NEW TEACHER STANDARDS	NT SI			NTSII			NTSIII			NTSIV			NTSV			NTSVI			NTSVI
	I	D	S	I	D	S	I	D	S	I	D	S	I	D	S	I	D	S	
HIS 201	X			X						X			X						
HIS 202	X			X						X			X						X
HIS 210	X							X		X			X				X		X
HIS 220	X							X		X			X				X		X
HIS 250		X				X		X		X			X		X		X		X
HIS 305			X			X		X		X			X		X		X		X
HIS 306			X			X		X		X			X		X		X		X
HIS 307,308																			
HIS 310			X			X		X		X			X		X		X		X
HIS 311			X			X		X		X			X		X		X		X
HIS 312			X			X		X		X			X		X		X		X
HIS 352			X			X		X		X			X		X		X		X
HIS 356			X			X		X		X			X		X		X		X
HIS 358			X			X		X		X			X		X		X		X
HIS 359			X			X		X		X			X		X		X		X
HIS 370			X			X		X		X			X		X		X		X
HIS 371			X			X		X		X			X		X		X		X
HIS 372			X			X		X		X			X		X		X		X
HIS 373,374			X			X		X		X			X		X		X		X
HIS 376			X			X		X		X			X		X		X		X
HIS 451		X	X		X	X		X	X	X	X	X	X	X	X		X	X	X
HIS 499D		X	X		X	X		X	X	X	X	X	X	X	X		X	X	X
GEO 100			X			X		X		X			X		X		X		X
GEO 101			X			X		X		X			X		X		X		X
GEO 211			X			X		X		X			X		X		X		X
GEO 300, 349			X			X		X		X			X		X		X		X
GEO 345, 366			X			X		X		X			X		X		X		X
GEO 241			X			X		X		X			X		X		X		X
GEO 310,319			X			X		X		X			X		X		X		X
GEO 320,28,31			X			X		X		X			X		X		X		X
GOVT 141			X			X		X		X			X		X		X		X
GOVT 330, 342			X			X		X		X			X		X		X		X
GOVT 354			X			X		X		X			X		X		X		X
GOVT 360,362			X			X		X		X			X		X		X		X
GOVT 364			X			X		X		X			X		X		X		X
GOVT 328			X			X		X		X			X		X		X		X
GOVT 368			X			X		X		X			X		X		X		X
ECON 101			X			X		X		X			X		X		X		X
ECON 102			X			X		X		X			X		X		X		X

MATRIX 1a. Professional Education Core and Links to the New Teacher Standards

New Teacher Standards Courses	NTS I Designs and Plans Instruction	NTS II Creates/Maintains Learning Climate	NTS III Implements/Manages Instruction	NTS IV Assesses/Communicates Learning Results	NTS V Evaluates Teaching Learning	NTS VI Collaborates
EDF 207	I	I			I	I
EDF 211		I		I		
EDF 311	D	D	D	D	D	I
EDSP 332	I	I	D	I	I	I
EDSE312	D	D	D	D	D	D
EDSE 333	D	D	D	I	I	I
EDSE 499c	D	D	D	D	D	I
EDSE 416	S	S	S	S	S	D

Learned Society: Although the New Teacher Standards form an important part of the Social Studies Area of Concentration, the program is also guided in its mission by published professional standards including the National Standards for History and the National Standards for Geography. Program experiences are most heavily influenced by the ten Curriculum Standards for Social Studies, published by the ***National Council for the Social Studies***.

Following guidelines set by the NCSS, program experiences include the study of culture and cultural diversity and train students to analyze and explain the ways groups, societies, and cultures address human needs and concerns, the ways human beings view themselves in and over time, and the ways in which people, places, and environments interact over time. Students develop an understanding of the interactions of ethnic, national, and cultural influences on specific situations and events and examine individual development and identity creation in the historical process. Program experiences also provide for the study of interactions among individuals, groups, and institutions, and examinations of how people create and change structures of power, authority, and governance. They learn how people organize for the production, distribution, and consumption of goods and services, and examine the relationships among science, technology, and society within the context of global connections and interdependence. These experiences prepare them to understand and apply the ideals, principles, and practices of citizenship in a democratic republic.

Following is a matrix that explains the integration of the NCSS professional standards into courses required in the Area of Concentration.

**Matrix 2:
Treatment of NCSS Standards for Social Studies in Required Courses**

	US -colonization, revolution, early republic, Native American	US - Slavery, Abolition Civil War; Reconstruction; Urbanization Industrialization	US WWI; WWII; New Deal; Space Age, Cold War Post-Cold War	World -pre-history Ancient - Classical Meso-American	Feudalism, Indo-European Islamic	Renaissance Reformation	Age of Exploration
COURSES							
HIS 201							X
HIS 202		X	X				
HIS 210				X	X		
HIS 220	X						
HIS 250							
HIS 305		X	X				
HIS 306			X				
HIS 310	X	X	X				
HIS 311	X	X	X				
HIS312	X	X	X				
HIS 356					X	X	
HIS 358							X
HIS 359							
HIS 361							
HIS 370		X					X
HIS 371				X	X		
HIS 374							X
HIS 376							X
HIS 379	X						X
HIS 322		X	X				
HIS 323	X	X	X				
HIS 355							X
HIS 377					X		
HIS 300	X						

Matrix 3a. KERA Initiatives and Links to Professional Education Coursework

COURSES	Learner Goals and Academic' Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X		
EDF 211			
EDF 311	X	X	X
EDSP 332	X	X	X
EDSE 312	X	X	X
EDSE 333	X	X	X
EDSE 499C	X	X	X
EDSE 416	X	X	X

Matrix 3b. KERA Initiatives and Links to Area of Concentration Program Coursework

Courses	Learner Goals And Academic Expectations	Program of Studies P-12	Core Content for Assessment
HIS 202-250	X		X
HIS 305-312	X	X	X
HIS 350s, 370s	x		X
HIS 499D, 451	X	X	X
GEO 100, 101, 241,300	X	X	X
GEO 320S,40S,50S,60S			X
GOVT 141	X		
GOVT 330, 342			X
GOVT 242, 368		X	X

Clinical and Field Experiences

Clinical and field experiences are designed to provide graduates with an opportunity to develop knowledge, skills, and dispositions consistent with the Professional Education Unit’s standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to observe, analyze and practice a variety of teaching/learning techniques and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations, 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments have been designed by the faculty who deliver the courses in this program to ensure that students are engaged in developmentally appropriate ways as they move through the four tiered field experience structure. Self- reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed decisions and select and use effective teaching practices. Student teaching is the exit clinical experience and KTIP standards frame the student performance expectations. A department affiliated University Supervisor works closely with a Cooperating Teacher in a public school to ensure that each candidate is progressing at an acceptable rate and level using observation, dialogue and written assessment and portfolio artifacts as the means for student evaluation. Copies of all syllabi for all required Geography, Government, and History teacher preparation courses are located on the following web site: www.msucOE.org.

Area of Concentration in Social Studies 8-12
Field and Clinical Experiences
Chart

Level	Courses	Field Hours Required	Expected Experiences	Actual Hours
I	EDF 207	16	General Observation: Diversity and Exceptionality School Board Meeting or site based council	12
I	EDF 211	16	Diversity Exceptionality	14
I	EDF 311	16	Support Roles Management, Grading, etc. Individual tutoring	14
				total 48
II	EDSE 312	43	Observations: General Technology skill development	30
II	EDSP 332	10	Observations: Exceptionality One on One	10
				Total 78
III	HIS 499D	15	Content area observation Large group/whole class teaching Assessment and grading	15
III	HIS 451 Elementary and Secondary	15	One on One, IEP Development, Implementation, and Assessment	15
				Total 30
IV	Student Teaching	241	Observation Teaching Participation Conferences	40 135 30 36
				Total 241

3. NCATE Themes

The matrix below shows the integration of the NCATE themes into the professional education and supervised teaching courses that are part of this program.

Matrix 5a: NCATE Themes and Relationship to Professional Education Courses

Courses/ NCATE	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Performance Assessment
EDF 207	I	I	I	I	I		I
EDF 211	I	D	I	I	I	I	I
EDF 311	D	D	D	D	D	D	D
EDSP 332	D	D	I	I	D	I	D
EDSE 312	D	D	D	S	I	I	D
EDSE 333	D	D	S	D	I	D	D
EDSE 499c	S				D	D	D
EDSE 416	S	S	S	S	S	S	S

Matrix 5b: NCATE Themes and Relationship to Area of Concentration Program Education Courses

	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform. Assessment
HIS 451	S	S	S	S	D	D	D
HIS 499D	D	D	S	S	S	S	S

4. ASSESSMENT

This program continually assesses both the knowledge base in the field of social studies and the New Teacher Performance Standards. It is concerned with the development of content area knowledge and teaching skills. Given recent charges that Kentucky teachers lack adequate preparation in content, content is especially important. Students must maintain a 2.5 gpa to remain in the teaching program. Students are required to pass the PRAXIS test in social studies, submit satisfactory graded written work including research papers and book reviews, and successfully complete an original teaching unit and demonstrate understanding of Kentucky's Core Content for Assessment in HIS 451 and HIS 499D. Students also take the MFAT in History, and department assessment goals are linked to successful student outcomes on this nationally normed test. The following chart illustrates the various transition points as the teacher education candidate moves through the program:

UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS:

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to TEP	<ul style="list-style-type: none"> • ACT, PPST, or GRE Score(s) • Writing Sample Score • Recommendation Forms • Initial Dispositions • Overall GPA (2.5) • Successful completion ENG 100, 200, PSY 154, CMAP 1018, EDF 207, and EDF 211 • Department Interview Results 	<ul style="list-style-type: none"> • Teacher Education Council 	<ul style="list-style-type: none"> • Department/Program Committee recommends students for admission to Program. • Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council • Teacher Education Council approves or does not approve recommendation made and students informed in writing of admission recommendation
2) Prior to Student Teaching	<ul style="list-style-type: none"> • GPA (2.5), in all areas • Completion of Required Coursework • Completion of required PRAXIS Exam(s) 	<ul style="list-style-type: none"> • Director of Educational Services Unit (DESU) 	<ul style="list-style-type: none"> • Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing by DESU. When ineligible, deficiencies described in writing.
3) Student Teaching	<ul style="list-style-type: none"> • KTIP or Other Observation 	<ul style="list-style-type: none"> • MSU Supervisor 	<ul style="list-style-type: none"> • Successful completion of Student Teaching and

Evaluation	<ul style="list-style-type: none"> Feedback Portfolio documents which address each New Teacher Standard 	<ul style="list-style-type: none"> Cooperating Teacher 	Capstone
4) Program Completion	<ul style="list-style-type: none"> Fulfilled all program requirements Transcript Fulfilled all certification eligibility requirements 	<ul style="list-style-type: none"> Office of the Registrar Certification Officer (ESU) tracks and recommends to state State 	<ul style="list-style-type: none"> Eligible for graduation, diploma, informed in writing if ineligible for graduation. Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification. Letter of eligibility stating certification area(s)

*** Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (Spring, summer 2003)**

A. Candidate Assessment

1. Teacher Education Program Admission Criteria

- a. Successful completion of 45 semester hours
- b. Minimum GPA of 2.5 (documented by official transcript)
- c. Three recommendations, at least two from university faculty, citing students disposition for teaching
- d. Minimum of 21 on ACT with minimum subtest scores of 10 or ACT of 18 with minimum subtest scores of 10 and PPSI scores of 173 Reading, 172 Math, or Computer Format reading 320, writing, 318, math 318, or 1200 GRE, or SAT 990.
- e. Successful completion EDF 207 or PSY 154, EDF 211, SPCH 108
- f. Proficiency on oral and written communication: ENG 100 and ENG 200 (Minimum grade of "C" in each)
- g. Demonstrate moral, ethical and social behavior commensurate with the standards of the school community at large.
- h. Successful completion of Department Admissions Interview Committee.
- i. Transfer students who were recently admitted to a teacher education program may provide evidence of admission in lieu of interview provided they are applying for admission to the same program/major. Transfer

students must fulfill all program requirements listed above.

- j. All students applying to the TEP must sign a declaration affirming: 1) a commitment to upholding the Professional Code of Ethics for Kentucky, 2) knowledge of the TEP Handbook, 3) requirements for certification, and 4) no felony convictions.

Social Studies Program Admission Criteria

- a. Successful completion of program required general education courses
- b. Completion of HIS 250 with a minimum grade of "C"
- c. Minimum gpa of 2.75 in department core courses

2. ON-GOING CANDIDATE ASSESSMENT

Candidates will be monitored each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate progress:

- General Education Course Completion
- GPA status throughout the entire program
- Successful completion of TEP admission prerequisites
- Timely application for consideration for admission to TEP
- Progress completing professional education and program course requirements
- Fulfillment of PRAXIS Test taking requirement prior to student teaching and follow-up

3. PROGRAM EXIT REQUIREMENTS

Students must:

- Achieve and maintain a GPA of at least 2.5 (Official Transcript)
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal)
- Successfully complete the exit portfolio requirements (A minimum of 2 program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations)
- Complete the PRAXIS content area and PLT Examinations
- Complete the MFAT in History
- Successfully complete disposition evaluations
- Successfully complete on-demand tasks

B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the Area of Concentration 8-12 Teaching Program is ongoing and includes the use of data and feedback systems associated with Morehead State University's Assessment Plan. This annual assessment plan has been developed to ensure that all academic programs have: 1) Identified and stated explicit links with the vision, mission and goal statements of the institution, 2) Cited explicit links to the Social Studies program goals, 3) Articulated specific program assessment measures and acceptable levels of student performance in relation to each assessment, 4) Included actual student performance data (aggregate when possible) as well as a system for interpreting student data, and 5) addressed the need for change (any aspect of the program), when appropriate, as well as the means and time frame to be used to accomplish the change. Recommendations for change might for example, be linked to changes in course content or assessments, or curriculum requirements, or the development of additional student support opportunities. Annual evaluations and documentation are on file in the RA 350.

Aggregate Data for Program Assessment

- Student Exit Portfolio Assessment: A criterion based performance data collection sheet will be used to record individual student scores in relation to each NTS. The Summary Sheet will aggregate individual student performance data, making it possible to determine program strengths and weaknesses.
- Observation Data: Data will be collected by the University Supervisor, Cooperating Teacher and, when appropriate, the Principal. Individual and aggregate data will be recorded and used to guide program improvement.
- On-demand task student performance on criteria elements

Following is the five column assessment for the Area of Concentration in Social Studies:

**Department of Geography, Government, and History
Assessment 2002**

Area of Concentration in Social Studies

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Methods and Criteria	Assessment Results	Use of Results
<p align="center">Mission Statement</p> <p>Continue to enhance the effectiveness of this program in promoting student academic achievement</p>	<p>1. Students completing the program will demonstrate appropriate content knowledge in the core areas of history, geography, government, and sociology</p>	<p>1a. Seventy-five percent (75%) of graduating majors will score within the "Average Performance Range" on the PRAXIS exam</p> <p>1b. Seventy-five percent (75%) of graduating majors will earn a score above 140 total and above 50 on both subscore 1 and 2 on the History Major Field Achievement Test</p>	<p>1a. 11 of 13 students (85%) passed</p> <p>1b. 58% of students who took the MFAT scored above 140. No student achieved a subscore of 50 on both</p>	<p>1a. This method of assessment will be retained</p> <p>1b. This method of assessment will continue through one more cycle and the unit will seek to determine the meaning of low test scores. Next cycle will include a new course designed to strengthen student knowledge of core content</p>
<p align="center">Goal Statement</p> <p>Continue to establish clear student outcomes for this program and focus on teaching skills development</p> <p>Document consistent and measurable progress toward achievement of student outcomes</p>	<p>2. One-hundred percent (100%) of graduating majors will satisfactorily complete student teaching</p> <p>3. 100% of students completing teaching units in capstone course will present units earning 4 of possible 5 points judged by panel of 3 teacher ed faculty</p> <p>4. 1 faculty member designated specifically to teach ed</p>	<p>2. 100% of graduating majors will earn a grade of "B" or above from cooperating teachers in the public schools</p> <p>100% of students completing teaching units in capstone course will earn 80 of possible 100 points on scoring guide established for this purpose</p> <p>4. Conduct National Search for History education position</p>	<p>2. 12 of 12 students completing earned an "A" from their cooperating teachers</p> <p>3. Of the 12 students completing the course 10 earned 4 or above</p> <p>4. Position successfully filled</p>	<p>2. This method of assessment will be retained</p> <p>3. This method of assessment will be retained</p> <p>Requires no further action. Goal met</p>

V. PROGRAM FACULTY – Social Studies

Name	Highest Degree	Area of Specialization	Responsibilities In the Program	Full-time MSU Full-time Program	Full-time MSU Part-time Program	Part-time MSU Part-time Program
Yvonne Baldwin	Ph.D	US History	HIS 202,451,499D		X	
Lindsey Back	Ph.D	Political Science	GOVT 141,362		X	
Royal Berglee	Ph.D	Geography	GEO 100, 300, 349		X	
Ric Caric	Ph.D	Political Science	GOVT141		X	
Gregory Goldey	Ph.D.	Political Science	GOVT 141, 330		X	
William Green	Ph.D	Political Science	GOVT 141, 328		X	
Jeffrey Dennis	Ph.D.	US History	HIS 220, 451, 499D	X		
John Ernst	Ph..D	US History	HIS 202, 307, 371		X	
John Hennen	Ph.D.	US History	HIS 202, 305, 359		X	
Jason Holcomb	Ph.D	Geography	GEO 100,300, 241		X	
Thomas Kiffmeyer	Ph.D	US History	HIS 202, 220, 311		X	
Adrian Mandzy	Ph.D.	World History	HIS 201, 358, 359		X	
Alana Scott	Ph.D	World History	HIS 201, 210, 352, 376		X	

Faculty Workload Sheets are on file in Rader 350

Secondary Professional Education Core Course Faculty

Faculty NAME	Highest Degree	Area of Specialization	Professional Core Program Responsibilities	Full-time MSU Full-time Program	Full-time MSU – Part-time Program	Part-time MSU – Part-Time Program
Karen Hammons	MA	Curriculum	EDF 207	ERSE		
Paul McGhee	Ph.D.	Educational Administration	EDF 207		ERSE/ LSE	
Anna Pennell	Ph.D.	Critical Theory	EDF 207	ERSE		
Wayne Willis	Ph.D.	Foundations of Education	EDF 207		ERSE	

Lola Aagaard-Boram	Ph.D.	Foundations of Education	EDF 211	LSE		
Beverly Klecker	Ph.D.	Educational Psychology	EDF 311	LSE		
Ron Skidmore	Ph.D.	Educational Psychology	EDF 211 EDF 311	LSE		
Lesia Lennex	Ed.D	Educational Technology	EDSE 312	LSE		
Edith Lombardo	Ed.D	Special Education	EDSE 332	ERSE		
Timothy Thomas	Ph.D.	Curriculum Instruction	EDSE 333	LSE		
			EDSE 499c			
			EDSE 416			

* Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

**MOREHEAD STATE UNIVERSITY
DEPARTMENT OF GEOGRAPHY, GOVERNMENT AND HISTORY
CHECKSHEET**

Student's Name:
Social Security Number:
Address:

Advisor:

**BACHELOR OF ARTS
AREA OF CONCENTRATION IN SOCIAL STUDIES
Minimum of 128 hours and 2.0 GPA required for degree
43 hours upper division credit required
Minimum 2.5 GPA required for Teacher Education Program
Student must take PRAXIS exam prior to student teaching
Catalog Year:**

General Education - 48 Semester hours

I. Required Core		15
Writing 100	_____	
CMSP 102	_____	
MATH	_____	
CIS	_____	
Writing 200	_____	
II. Area Studies		30
<i>Humanities</i>		
HIS 202	_____	
Choice	_____	
Choice	_____	
<i>Natural and Mathematical Sciences</i>		
GEO 101	_____	
Choice	_____	
Choice	_____	
<i>Social and Behavioral Sciences</i>		
GOVT 141	_____	
SOC 101	_____	
ECON	_____	
<i>Practical Living</i>		
Choice	_____	

III. Integrative Component 3
 HIS 499D _____

A. History 27 Semester hours

Required Courses:

HIS 201—Global Studies	3	_____
HIS 202—American Studies (gen ed)	3	
HIS 210 – Early World	3	_____
HIS 220 – Early American	3	_____
HIS 250* – Practicing History	3	_____

Required Subfields:

<i>20th Century US</i>		
(HIS 305, 306, 307, 308)	3	_____
<i>US Thematic</i>		
(HIS 310, 311, 312, or other approved course)	3	_____
<i>European</i>		
(HIS 352, 355, 356, 358, OR 359)	3	_____
<i>Non-Western</i>		
(HIS 370, 372, 373, 374, OR 376)	3	_____

B. Geography, Government, and Economics 30 Semester hours
Geography 15

Required Courses:

GEO 101 (gen ed)	3	
GEO 100	3	_____
<i>Thematic</i>		
GEO 211, 345, or 366	3	_____
<i>Technology Courses</i>		
GEO 300 OR GEO 349	3	_____
<i>Regional Courses</i>		
GEO 241, 310, 319, 320, 328, or 331	3	_____

Government 12

Required Course:

GOVT 141 (gen ed)	3	
<i>American Politics</i>		
GOVT 330, 342, or 354	3	_____
<i>Global Issues</i>		
GOVT 360, 362, OR 364	3	_____
<i>Individual and Civil Rights</i>		
GOVT 328, 368, OR other Approved Course	3	_____

Economics 3

ECON 101 OR 102 (gen ed)	3	
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C. Content Methods Suite 6 Semester hours

HIS 499D- Teaching Social Studies (gen ed) 3

AND

HIS 451 – Curriculum and Instruction for Social Studies
3

(Paired Co-Requirements: offered Fall Semesters only; must be completed prior to student teaching semester)

*HIS 250 will satisfy the GOVT 300 prerequisite for advanced courses in government (applies to social studies students only)

Requirements for Certification in Secondary Education 28 Semester hours

PSY 154 OR EDF 207	3	_____
EDF 211	3	_____
EDF 311	3	_____
EDSE 312	3	_____
EDSP 332	2	_____
EDSE 415	2	_____
EDSE 416	14	_____

Total Requirement 128 Semester Hours

Student Signature Date

Advisor Signature Date

Morehead State University
Area of Concentration in Social Studies
Bachelor of Arts Degree with Secondary Teacher Certification
Recommended Sequence of Courses

First Year:

Fall Semester (1) 16 credit hours

Spring Semester (2) 15 credit hours

MSU 101	ENG 200
ENG 100	HIS 201
CMSP 108	GEO 101
MATH (Reasoning)	GOVT 141
CIS 101	PSY 154 or EDF 207
HIS 202	

Second Year:

Fall Semester (3) 18 credit hours

Spring Semester (4) 15 credit hours

Humanities gen ed	GEO 201
HIS 210	HIS 250
Natural/Mathematical Science gen ed	HIS 220
Humanities gen ed	Natural/Mathematical Science gen ed
EDF 211	Practical Living gen ed
GOVT 242 or 230	<i>Apply for TEP this semester</i>

Third Year:

First Semester (5) 18 credit hours

Spring Semester (6) 18 credit hours

HIS 301, 306, or 308	HIS 370-379
GEO 300	EDSE 312
GOVT 300-309, 330-339	ECON 201 or 202
ECON 101	HIS 351-361
EDF 311	GEO elective
HIS 310, 311, 312, 317, or 318	Elective

Fourth Year

Fall Semester (7) 17 credit hours

Spring Semester (8) 14 credit hours

EDSP 332 (2)	EDSE 499C (2)
GEO elective	EDSE 416 (12)
GOVT 360-369	
HIS 499D	
HIS 451	
Elective	

*All courses are 3 credit hours unless noted in parentheses

University Requirements: Minimum of 128 semester hours; 43 hours at 300 level or above
 Admission to TEP in second semester of sophomore year; Requires 2.5 GPA. Completion of
 Social Studies PRAXIS exam and the PLT Exam prior to student teaching. Department: Portfolio
 must document level of candidate proficiency for each New Teacher Standard.

HIS 499D and HIS 451 taken together; offered only in fall semesters

Student teaching available ONLY in Spring Semesters beginning in Fall 03

