


**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
REJOINDER COVER SHEET**

SUBMITTED TO: National Council for Social Studies
(Name of Professional Association)

SUBMITTED BY: Loyola College in Maryland
(Name of Institution)
4501 N. Charles Street
(Address)
 Baltimore, MD 21210
(Address incl. city, state, zip)

INSTITUTION VISIT DATE: Spring 2002

DATE: September 15, 2001

CHIEF COMPILER: Dr. Victor Delclos, Chair and Professor of Education
(Please include title.)

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Which programs are addressed in this rejoinder?

Program: Secondary and Middle Level Social Studies

Degree Level: Baccalaureate, Post-Baccalaureate, Masters

Checklist of materials to be enclosed with this rejoinder:

 X Copy of latest (most recent) critique for each program being rejoined.

 X Response to each guideline/competency not met as stated in the critique.

If there is evidence that the guideline/competency should have been met, the appropriate documentation should be appended. Or provide an explanation and appropriate documentation of how the guideline/competency is now met.

 X Response to each cited program weakness (if applicable).

If there is evidence to suggest that the cited weakness does not exist or has been strengthened, the appropriate documentation should be appended.

 X Appendices that support any requests for reconsideration of the professional association's judgments. *(The appendices should be cross-referenced to the main text of the rejoinder.)*

**SPECIALIZED PROFESSIONAL ASSOCIATION
SUMMARY REPORT OF PROGRAM REVIEW DECISIONS**

Date of Review: *November 2000*

Coordinator of Reviews: *Charles B. Myers*

Professional Organization Conducting Review

 x **Initial review**

 2nd review

 3rd review

National Council for the Social Studies

Institution Submitting Program

State

Loyola College in Maryland

MD

Program(s)

Degree Level

Secondary and Middle Level Social Studies

*Baccalaureate, Post-
Baccalaureate,
Masters*

Decisions

Program(s) that merits national recognition

None

Program(s) not approved for national recognition

Secondary and Middle Level Social Studies for all three degrees

Standards Met or Not Met

Standards Not Met:

Standards 1.1 – 1.10, 3.4

Standard Met with Weakness:

Standard 3.1

Standards Met:

Standards 3.2, 3.3

Summary of Overall Program Strengths

The Secondary Social Studies Methods course appears to be an exceptionally strong and exceptionally thorough course. The institution's use of the course from a neighboring institution is worthy of praise.

Summary of Overall Program Weaknesses

The program seems to be strong, but the evidence that is presented needs to be supplemented and to be tied to the NCSS standards more directly.

Status of Performance Assessment Transition

Not applicable for social studies program reviews.

Comments on Contextual Information

The contextual information is useful but rather brief.

Explanation and Rationale for Not Met Decisions for Each Standard

This section of the program reviewers' report includes a synopsis of the rationale and recommendations for each standard Not Met. The report follows the order and format of the NCSS standards. Standards judged to be Met are not listed.

Standards 1.1 – 1.10 are Not Met:

Programmatic evidence – Although there are well described course experiences for each standard, there is no assurance that candidates in the various majors take at least one of the courses listed for each standard. So, some candidates seem to miss all of the targeted courses under each standard.

Testing evidence – The problem noted above seems to apply here as well, except for DEDU 439, which seems to carry much of the responsibility for meeting the content knowledge of many standards. The assessments in DEDU 439 are exceptionally well developed and strong; however, one more type of testing evidence data is needed: How well did candidates who took the course recently perform on each of the assessments in terms of the standards for which the testing task is listed?

Performance evidence – Praxis II test data should be reported under testing evidence instead of performance evidence, and, when it is, it needs to be supplemented by additional testing evidence that is more specific to the individual standards than the Praxis II data are. Most of the performance evidence other than that concerning Praxis II is too general, not tied to specific performances, not tied to the specific standards, and does not include how candidates are evaluated or what grades they were assigned. In short, the performance evidence does not show how the institution sees in a candidate's performance as a teacher if he/she can teach the content of each theme.

Standard 3.1 is Met with Weakness because of the concern mentioned above under "programmatic evidence" for Standards `1.1 – 1.10.

Standard 3.4 is Not Met because the response is too brief and is not tied to social studies.

If Loyola College of Maryland chooses to submit a rejoinder, it might find information in the following documents useful: “Preparing An Institution’s Social Studies Program Review Document” (Available from the NCSS web site at no cost); Guidebook for Colleges and Universities Preparing Social Studies Teachers (NCSS, 2000). (Available from NCSS at a cost of \$20.00.)

If Loyola College submits a rejoinder to this critique, it should submit two copies of the rejoinder. The rejoinder should consist of the cover page, a copy of this critique, necessary introductory materials, the complete matrix for all Not Met standards, and attached documents necessary to explain, clarify, elaborate, or reinforce arguments made in the matrix.

Loyola College in Maryland
Department of Education
Program Review in Social Studies Education
Response to First Critique
Submitted to
National Council for the Social Studies
September 15, 2001

The following is a point-by-point response to the first critique of the Loyola College in Maryland Program Review in Social Studies Education submitted to the National Council for the Social Studies on September 15, 2000.

OVERALL PROGRAM WEAKNESSES

The program seems to be strong, but the evidence that is presented needs to be supplemented and to be tied to the NCSS standards more directly.

We believe that the program is, indeed, very strong and we present additional data in this rejoinder that addresses those aspects of the program that were found not to meet the NCSS Standards. By making several adjustments to our program requirements and by providing additional evidence for some standards, we believe we make it clear in this rejoinder that the Program in Social Studies Education at Loyola College in Maryland now meets the NCSS Program Standards.

RESPONSE TO NOT MET DECISIONS FOR EACH STANDARD

*Standards 1.1 – 1.10 are Not Met:
Programmatic evidence – Although there are well described course experiences for each standard, there is no assurance that candidates in the various majors take at least one of the courses listed for each standard. So, some candidates seem to miss all of the targeted courses under each standard.*

This is a valid criticism that we have addressed by specifying that all secondary minors in Social Studies majors must take *either* PS101 or PS102 and *either* PY101 or SC101. These courses, when combined with the 3 History courses already required of all Social Studies minors, ensure that candidates in the various majors take at least one of the courses listed for each theme, as shown in the table below. In that table, the "X" indicates that the theme is covered in the course listed, and is discussed in the matrix. The shaded areas highlight the fact that, by taking the revised curriculum requirements (3 History; 1 of 2 Political Science; either 1 Psychology or 1 Sociology), all themes will be adequately met. The revised matrix from page 5 of the original Program Review document showing the new curriculum requirements is also included below. We have also included revised advising sheets for each of the eligible majors. Given these curriculum adjustments, there is now programmatic evidence to support a "met" decision regarding this standard.

REQUIRED COURSES FOR ALL MAJORS

THEME	HS101 required	HS340 required	HS341 required	PS101 one required	PS102 one required	PY101 one required	SC101 one required
1	X	X	X	X			X
2	X	X	X				
3	X	X	X				
4						X	X
5				X	X	X	X
6				X	X		
7	X	X					
8	X						
9				X	X		
10	X	X	X	X	X		

**COURSES OF STUDY FOR SOCIAL SCIENCES MAJORS
WITH SECONDARY EDUCATION MINOR**

Major	Economics	History	Pol Science	Psychology	Sociology
Required Major Courses	EC102 EC103 EC220 EC301 EC302	HS101	PS101 PS102	PY101 PY104 PY211 PY212 PY335	SC101 SC102 SC351 SC352 SC353 SC354 SC355
Required Major Credits	15	3	6	15	21
Other Major Credits	21	36	33	30	21
Required Core Courses	HS101 HS340 HS341 PS101or102 PYorSC101	HS340 HS341 PS101or102 PYorSC101	HS101 HS340 HS341 PYorSC101	HS101 HS340 HS341 PS101or102	HS101 HS340 HS341 PS101or102
Required Core Credits	15	12	12	12	12
Other Core Credits	39	42	42	36	39
Required Education Courses	ED301 ED429 ED432 RS496 ED474 ED475 ED455	ED301 ED429 ED432 RS496 ED474 ED475 ED455	ED301 ED429 ED432 RS496 ED474 ED475 ED455	ED301 ED429 ED432 RS496 ED474 ED475 ED455	ED301 ED429 ED432 RS496 ED474 ED475 ED455
Education Credits	34	34	34	34	34
Open Elective Credits	0	0	0	0	0
TOTAL CREDITS	127	127	127	127	127

Testing evidence – The problem noted above seems to apply here as well, except for DEDU 439, which seems to carry much of the responsibility for meeting the content knowledge of many standards.

Given the curriculum revisions noted above, the concern here, as it relates to testing evidence, is resolved.

The assessments in DEDU 439 are exceptionally well developed and strong; however, one more type of testing evidence data is needed: How well did candidates who took the course recently perform on each of the assessments in terms of the standards for which the testing task is listed?

This appears to be more of a question of performance evidence than testing evidence. As such, we will address this more fully below in our response to concerns regarding performance evidence that were contained in the first critique.

We have moved the discussions of PRAXIS II test data out of the performance evidence sections and into the testing evidence sections, as directed in the critique of our performance evidence.

Overall, with the changes and revisions listed here, we believe that we have satisfied the concerns expressed in the first critique regarding testing evidence for standards 1.1 - 1.10.

Performance evidence – Praxis II test data should be reported under testing evidence instead of performance evidence, and, when it is, it needs to be supplemented by additional testing evidence that is more specific to the individual standards than the Praxis II data are.

As noted above, the discussions of PRAXIS II test data have been moved to the test evidence sections of each Standard.

Most of the performance evidence other than that concerning Praxis II is too general, not tied to specific performances, not tied to the specific standards, and does not include how candidates are evaluated or what grades they were assigned. In short, the performance evidence does not show how the institution sees in a candidate's performance as a teacher if he/she can teach the content of each theme.

Over the course of the Internship, each intern is required to complete a portfolio (**pages 38 - 43**) that is organized around the INTASC principles. INTASC Principle #1 deals with the "central concepts, tools of inquiry, and structures of the discipline" and whether the candidate can teach these aspects of the subject to all students. In response to the NCSS critique, we will elaborate and extend the requirements for satisfying Principle #1 by incorporating the 10 NCSS themes for social studies into the review criteria. Students will be asked to provide specific performance evidence that documents their ability to teach the content of each theme. This type of data is, in fact, already expected of

candidates in the current assessment system. The addition of the NCSS standards will help to focus the presentation of this information on the specific themes.

Standard 3.1 is Met with Weakness because of the concern mentioned above under “programmatic evidence” for Standards 1.1 – 1.10.

We have address this concern above in the section on Standards 1.1 - 1.10. Based on the revisions discussed in that response, we believe that the weakness for this Standard can now be removed.

Standard 3.4 is Not Met because the response is too brief and is not tied to social studies.

Prior to a yearlong Internship, students are engaged in fieldwork in conjunction with Introduction to Special Education. The students are required to spend 20 hours observing and volunteering in settings serving students with disabilities. Students spread the required hours over the semester for a minimum of eight visits in order to maximize their relationship with children and staff members. In addition to the observations, students maintain a reflection log, write responses to assigned questions, and discuss their experiences in class. Specific guidelines for the observations, reflection logs, written responses, and class presentation are distributed and discussed in class.

The Loyola College Secondary Professional Development School (PDS) internship is completed in two phases extended over two semesters at two different. The syllabus for this course starts on page 48 of the original program document. The intern completes Phase I (field experience) of 60 hours during the first semester with two mentors who are certified Social Studies teachers: 30 hours in middle school and 30 hours in high school. Phase II (student teaching) includes 16 weeks of fulltime teaching under the mentroship of a certified Social Sudies teacher.

The Internship experience culminates with a performance-based assessment. The Secondary Performance Assessment guidelines provide each PDS with suggested activities for the interns during the Phase I experience (**page 37**). The individual PDS has the flexibility to adapt the list as needed. The experiences include but are not limited to observation in the classroom, presenting the motivation of the lesson, small group activities and teaching a full lesson. During Phase II the intern teaches the mentor's fulltime Social Studies schedule for an average of four to six weeks at each level (middle and high school). Specific placement of interns with mentors is accomplished through the collaborative effort of the Loyola College Coordinator and the Site Supervisor of the PDS. The mentor-intern relationship develops through the two-phase internship. The mentor's role is to guide the professional development of the intern through the daily experiences of planning, implementation and assessment. The College Coordinator spends a minimum of one day a week in the PDS. This time is spent working with both the mentor and the intern. The College Coordinator, in collaboration with the mentor, is responsible for the formative assessment of the intern throughout the internship experience.

The summative assessment of the internship is performance-based and designed to assess whether the intern is prepared to practice responsibly as the primary teacher of record for students. It is a holistic approach that integrates knowledge, decision-making and actions of a teacher. Each intern is required to complete a portfolio (**pages 38 - 43**) that is organized around the INTASC standards. The Performance-based assessment process includes: guidelines for a unit plan(s) and lesson plan(s); observation tools to be used by administrators, mentors, and the college coordinator; suggested internship activities not observed in the context of the INTASC standards; portfolio development by the intern with the assistance of mentors and the college coordinator; and a team review. A team comprised of the site coordinator, college coordinator, outside evaluators, and mentors reviews the portfolio. After the review, the team interviews the intern and the final decision is made regarding the candidate's readiness to serve as the teacher of record in a Social Studies classroom.

REVISED RESPONSES

Numbers in parentheses refer to page numbers of the original Program Review document.

1.0 INTERDISCIPLINARY SOCIAL STUDIES THEMES STANDARDS

1.1 Theme One: Culture and Cultural Diversity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and Cultural Diversity.

1.1.1 Programmatic Evidence

The content of this standard is provided in the courses **PS 101 [71]**, **SC 101 [95]**, and **HS 101 [54]**.

PS 101 [71] (Politics) addresses this theme in the assigned readings for weeks 7, 8, 9, 10, 11, 12, 13, 14, and 15, and in the required student discussions and instructor lectures during those weeks. Note especially the topics focused on readings by Cornel West on relations between blacks and whites in America, Philip Gourevitch on ethnic relations in Rwanda, Peggy McIntosh on white people and their capacity to relate to others, Nancy Mairs on the perspective provided by persons who happen to be disabled, and Cherrie Moraga on coming out as a lesbian. Also note the sample of questions each student must answer on each reading before coming to class.

The readings and discussions involve racial inequality, violence and dehumanization, processes of exclusion and silencing, recognition and responses to oppression, and other issues surrounding ethnicity, sexual orientation, race, gender, disability, and globalization. Students are expected to know and analyze arguments on these topics. Success is defined as the ability to develop a critical argument on specific questions related to these topics and the ability to interpret the issues and readings in some skill and depth. Note especially the instructions on the mid-term and final exam.

This course also provides an overall framework to synthesize and integrate the various perspectives into a set of critical thinking questions, such as why do individuals obey a government, a political movement or an ideology? What is at stake when specific individuals choose to disobey or resist? How do individuals within a government relate to and categorize each other, and what are the implications of this process for freedom and oppression? How do students answer these questions for their own lives and choices? Note the attached paper topic and the take-home exam questions for specific examples of these questions.

SC 101 [95] (Self and Society) is centrally concerned with culture and its effects on human experience and behavior. It is assumed that humans are fundamentally products of their society and its culture. In the sample syllabus for this course culture and diversity are the basis for the first two assignments and the first examination. In the

“Culture and the Organization of Everyday Life” section the instructor discusses different cultures and different subcultures of contemporary American society. This theme of cultural diversity is addressed directly in the section on “Power and Stratification: Class, Racial/Ethnic and Gender Inequality” and is the basis for another assignment and examination.

Culture and cultural diversity also are central themes in the comparative-historical approach to sociology, as exemplified in **SC 102 [100]** (Societies and Institutions). The sample syllabus for this course illustrates this fact in the requirement for students to study a society other than their own and make comparisons between these societies. Students learn about the different cultures where different beliefs prevail and behavior varies correspondingly.

Cultural comparison and appreciation for diversity is at the core of historical study. **HS 101 [54]** examines both the rise and decline of European civilization as a primary force in global development, but also the clash of cultures and cultural integration that accompanied Europe's encounter with the rest of the world. 300-level courses address these themes in more particular and precise times and places. Please see attached syllabi for a multitude of examples, including Dr. Donovan's assignment of The Devastation of the Indies and Dr. Cheape's use of The Strange Career of Jim Crow. Our third world courses focus even more intently on themes such as imperialism, cross-cultural exchange, and the power of cultural identification.

1.1.2 Test Evidence

In **PS 101 [71]**, the extent to which students have learned this content is tested in three ways:

- i) students are required to communicate verbally answers to questions on the reading in each class period — see the attached syllabus and the discussion of “Participation,” as well as the attached sample questions. The benchmark for success is the ability to demonstrate familiarity with the reading in class — see the section on “Participation” in the syllabus;
- ii) students are required to write four papers specifically explaining the assigned reading— see the attached syllabus and the discussion of “Papers,” as well as the attached paper topic. The benchmark for success is grammatical and stylistic correctness; ability to integrate quotations from the readings; ability to organize a coherent argument — see the instructions for the paper topics, attached;
- iii) students are required to write an in-class essay on their knowledge of the issues in class at the midterm— see the attached midterm exam questions— and a take-home final exam integrating their knowledge of the issues in class—see the attached final exam questions. The benchmark for success is the quality of critical thinking and argumentation and the skill and depth with which the readings are used — see the instructions for the midterm and final exams.

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.1.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level: (i) daily, in required course discussions; (ii) at the midterm and final exam dates; (iii) at the four times that the written paper assignments are due. See the attached syllabus. All three of these performance tasks indicate that the students know the content. All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.2 Theme Two: Time, Continuity, and Change

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

1.2.1. Programmatic Evidence

This is the basic subject matter of history. Our students are taught to think critically about change and continuity over time. Multiple interpretive viewpoints are stressed. History is viewed as a plastic, variable set of understandings of past events and processes, not a series of immutable "facts" that convey a single and uniform meaning. But facts are still facts, and students are made sensitive to the peculiarities of time, place, and perspective, including our own.

Examples from **HS 101** [54] include: the stated focus on the long- and short-term consequences of events in the Objectives section; the focus on the differences of perspective given by the instructor and the text; multiple coverage of revolutions, e.g. "War and Revolution in Week 9; and the focus on interpreting major historical change in the Requirements section.

1.2.2 Test Evidence

The exams and other requirements in **HS 101** [54] all include treatment of this central theme. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland

1.2.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship.. All students must complete a portfolio and pass a performance-based team review [53].

1.3 Theme Three: People, Places, and Environment

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

1.3.1 Programmatic Evidence

These represent the physical dimensions of the topics covered in 1.2. History is a discipline that prizes precision as well as the formulation of useful generalities - nowhere is this clearer than in the importance of place, climate, and identity. These topics are so basic to our enterprise that it seems futile to try to separate them out - they make up the essential fabric of our courses.

In **HS 101 [54]** students address this theme in the Urban History Project. In **HS 340 [61]** the focus of classes from Sept. 24 - 29 is on Social Geography, Rank and Status. In **HS 341 [67]** the changing patterns of life and place in the urban world is addressed in section I and Agricultural change and protest is covered in section II.

1.3.2 Test Evidence

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.3.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.4 Theme Four: Individual Development and Identity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

1.4.1 Programmatic Evidence

The content of this standard is provided in both **PY 101 [89]** (Introductory Psychology) and **PY 104 [92]** (Social Psychology). Relevant chapters in the text accompanying **PY**

101 [89], Kassin, S. (1998) Psychology 2nd Ed. Upper Saddle River, NH: Prentice Hall, and its study guide are # 3,4,5,6,12,14,15, and 18.

In addition to acquiring the knowledge presented in the required text, students are also assigned journal articles and are expected to integrate outside readings and lectures with class discussions. Students in this introductory course are strongly encouraged to develop their critical thinking skills and use these when discussing practical applications of the materials presented. They are required to not only learn psychological theories and principles, but to apply them to their everyday lives. Examples relevant to teaching both middle school and secondary school students are often presented. These freshmen utilize their own high school experiences when discussing applications. A major focus of the course (see Course Objectives in accompanying syllabus) is that of enabling students to reflect upon their own goals and objectives in life and recognize the influence of others in contributing to their individual identities. They are further encouraged to "analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups" (p.369, NCSS Program Standards).

In **PY 104 [92]**, Baron, R.A., & Byrne, D. (1997) Social psychology: Understanding human interaction. 8th Ed. Boston: Allyn and Bacon, the chapters particularly relevant to this theme include # 2-6 and 9-11. In this required course, students are exposed "to the many social determinants of attitudes and behavior and, in so doing, increase their knowledge base of relevant psychological concepts and current research. Also, students examine their own attitudes and prejudices in a critical manner to allow for more objective processing of social psychological issues" (p. 1, Syllabus for **PY 104 [92]**). This course speaks directly to antecedents of both prosocial and antisocial attitudes and behaviors and encourages students to reflect upon their own development in these areas.

Sociology is also a key discipline in the study of human social development. This topic is generally organized under the rubric of "self" and is one of the major themes in **SC 101 [95]** (Self and Society). In the sample syllabus this topic is the focus of the section entitled "Acquiring a Social Self – Socialization." Individual development is addressed again in the section on "Family, Friends, and Love" in which students learn about forming intimate relationships with others. Students learn that who we are is a function of our upbringing (socialization), not only in our early years within the family, but also in peer groups throughout our lives. Indeed identity formation is a key to the study of deviance and stigma (see sample syllabus on "Deviance" and "Health and Illness").

1.4.2 Test Evidence

The extent to which students have learned this content in the two Psychology courses is tested in several ways: i) By regularly scheduled tests (requiring a minimum of 60 to pass); ii) Irregularly scheduled quizzes; iii) Participation in class projects, discussions, and debates ; iv) Write-ups of out-of-class activities. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.4.3 Performance Evidence

Evidence that students have assimilated the content of these courses is manifested by: 1) Their ability to perform adequately on the tests and quizzes 2) Their ability to relate materials to their individual lives by participation in class discussions oriented toward the application of knowledge. 3) Their willingness to gain extra credit by researching in depth some topic of personal interest. All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.5 Theme Five: Individuals, Groups, and Institutions

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups and Institutions.

1.5.1 Programmatic Evidence

The content of this standard is provided briefly in **PY 101 [89]** (Introductory Psychology), and in great depth in **PY 104 [92]** (Social Psychology). Relevant chapters in the text required for **PY 101 [89]** include # 3,5,15,16, and 17. In this introductory course, students are introduced to: a) the concept of social perception and how our impressions of others are formed and maintained; b) issues of social influence and antecedents of conformity, and c) precursors of altruistic or aggressive attitudes and behaviors. In addition, a culminating chapter (#14) is devoted to multicultural perspectives, gender issues, and the cognitive and motivational roots of prejudice.

The interaction between individuals and groups constitutes the core content of **PY 104 [92]**. Students are led to understand the effects of ethnicity, socioeconomic status, gender, age, and sexual orientation as these relate to social perception and to status in society. The tendency for persons to conform to normative expectations is stressed, and ways to counteract these tendencies is emphasized. The origin of beliefs and values is studied, and students are challenged to explore and evaluate their own.

The content of this standard is also covered in two courses, **PS 101 [71]** and **PS 102 [82]**. Of the “Indicators of Capabilities,” these courses:

- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

- ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both community and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

Students are expected to know different views on the purposes of political association, the foundations of individual rights and obligations, the belief systems about the “good” and the “virtuous” that influence institutions and individuals, the specific institutions of American politics and the relationships of individuals to those institutions, how those institutions have changed over time; different ways to evaluate the role of such institutions, historically and in the present, and how behavioral and social science is used to explain patterns of institutional change and individual interaction with institutions.

Note especially the “Course Objectives” discussion in the syllabus for **PS 102 [82]**, the “Objectives” section in the syllabus for **PS 101 [71]**, the readings and lecture topics on “Creating a Constitutional Democracy,” which includes Madison and Marshall, and “The American Political Tradition,” in the syllabus for **PS 102 [82]**. Topics on public opinion, interest groups, elections, political parties, the presidency, the bureaucracy, policy making, the courts, and civil rights, in **PS 102 [82]** are also relevant.

Role and Status are fundamental sociological concepts for explaining human behavior at the individual level. All microsociology courses, such as **SC 101 [95]** (Self and Society), are based on the foundation of these concepts which run through all course content. Social status consists of the positions people occupy in society, and roles are the expectations attached to particular statuses. Students learn that their behavior and that of others is as much dependent upon the statuses into which they are thrust as it does on their individual make-up. As students come to appreciate that others are likewise influenced by their positions, they can better understand why people behave the ways they do and more importantly how that behavior might be influenced. Change the situation people are put in and their behavior will change. Groups are one of the major loci of social positions, so we teach about roles through the study of groups: peer groups, family groups, etc. The sample syllabus shows several examples of such studies in Section III.

Our macrosociology course [**SC 102 [100]** (Societies and Institutions)] focuses on the institutional level of analysis. It examines the history (and prehistory) of human society, from early hunter-gatherers to today’s postindustrial societies. Students are taught how beliefs and behavior are appropriate to the societies in which people live, and how behavioral norms change with changes in social institutions. The student learns how to understand social institutions as part of a larger society and comes to appreciate how different institutions can serve the same function in different societies. By understanding

the historical roots of a given social institution, students can learn why an institution exists in its current form, and why it may be unsuited to the current needs of the society.

1.5.2 Test Evidence

The extent to which students have learned this content is tested in several ways. In the Psychology courses::

- i) By regularly scheduled tests (requiring a minimum of 60 to pass).
- ii) In-class debates about controversial topics
- iii) Optional quizzes and research projects
- iv) Attendance at lectures, seminars, and colloquia; reflective commentaries on these.
- v) Class participation

In the Political Science courses, the extent to which students have learned this content is tested in three ways:

- i) students are required to take three written, essay examinations in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the “inclusiveness and mastery of detail, reasoned support of argument, and consistency and organization of presentation” of the writing in each exam, for **PS 101 [71]** (see syllabus); and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]** (see syllabus);
- ii) students are required to take periodic quizzes on the reading and lecture material in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the extent to which the written answers reflect regular class attendance, for **PS 101 [71]** (see syllabus); and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]** (see syllabus).
- iii) students are required to take an additional comprehensive final exam in **PS 102 [82]**. The benchmark for success is “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]** (see syllabus).

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.5.3 Performance Evidence

In Psychology, evidence that students have assimilated the content of these courses is manifested by:

- 1) Their ability to perform adequately on tests and quizzes
- 2) Their ability to argue persuasively during class discussion and debate
- 3) Their ability to evaluate and critique in writing the content and style of co-curricular presentations.

4) Their ability and willingness to share with classmates their reflections on their own socialization process as their knowledge expands during reflection on course materials.

In Political Science, students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level (i) daily, in required course discussions; (ii) at exams, which are usually in essay form; (iii) in the writing of regular quizzes. See the attached syllabuses.

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.6 Theme Six: Power, Authority and Governance

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.

1.6.1 Programmatic Evidence

The content of this standard is provided in **PS 101 [71]** and **PS 102 [82]**. These courses:

- enable learners to examine the rights and responsibilities of the individual in relation to his or her social groups, community, and nation;
- help students to explain the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

Students are expected to know the rights and responsibilities of the individual in relation to his or her social groups, community, and nation in the weeks 1, 2, 3, 7 and 11 in the course **PS 101 [71]** and in the sections on “Civil Liberties” in the course **PS 102 [82]**.

Students are expected to know the purpose of government and how its powers are acquired, used, and justified in weeks 1, 2 and 3 in **PS 101 [71]** and in the first three weeks of **PS 102 [82]**. Students are expected to know issues involving the rights, roles, and status of individuals in relation to the general welfare in weeks 1, 2, 3 and 15 in **PS 101 [71]**, and in the sections on “Public Opinion” and “Civil Liberties” in **PS 102 [82]**.

Students are expected to know the way nations and organizations respond to forces of unity and diversity affecting order and security throughout **PS 101 [71]**, because this is the major theme of the entire course, and in the section on “Interest Groups” in **PS 102 [82]**. Students are expected to know conditions, actions, and motivations that contribute to conflict and cooperation within and among nations in weeks 3, 4, 8, 9 and 10 in **PS 101 [71]**. Students are expected to know the basic features of the American political system, and identify representative leaders from various levels and branches of government in **PS 102 [82]**, especially the sections on “Political Parties,” “Electing the President,” “The President in Action,” “Electing Congress,” “Congress in Action,” and “Courts and the Federal System.” Students are expected to know concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems most prominently in **PS 101 [71]** in weeks 11, 12, 13, 14 and 15, when white privilege, racism, sexism and discrimination against the disabled are assigned themes. Students are expected to know how governments attempt to achieve their stated ideals at home and abroad in the first and last weeks of **PS 102 [82]**, when the themes of founding of the United States and the civil rights movement are discussed.

In many ways history is an anthropology of the past, closely analyzing the detail of social structure, belief systems, and cultural practices in past societies. But it is also, very clearly, a study of how power is arranged, stratified, seized, and resisted in particular circumstances. Social history is as much a study of power, authority, and governance as is straight political history. Students who take History courses learn to recognize those similarities in the history of institutions including but not restricted to government. The interplay of these three areas is another basic component of the appended syllabi.

1.6.2 Test Evidence

The extent to which students have learned this content is tested in four ways:

- i) students are required to take three written, essay examinations in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the “inclusiveness and mastery of detail, reasoned support of argument, and consistency and organization of presentation” of the writing in each exam, for **PS 101 [71]** and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**, and “the skill with which [the student] demonstrate[s] familiarity with the reading” and “the quality of [the student’s] argument and [his] critical thinking (see Politics, Spring 2000, midterm exam);
- ii) students are required to take periodic quizzes on the reading and lecture material in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success on (ii) is the extent to which the written answers reflect regular class attendance, for **PS 101 [71]**; and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**;
- iii) students are required to take an additional comprehensive final exam in **PS 102 [82]** and **PS 101 [71]**. The benchmark for success on (iii) is “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**, and “the quality of [the student’s] critical

thinking and argumentation,” for **PS 101 [71]** (see Politics, Spring 2000, final exam attachment);

iv) students are required to participate verbally in class discussion in a manner that reflects their familiarity with the assigned themes and readings for all three courses. The benchmark for success on (iv) is preparation based on the assigned reading for all three courses.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.6.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level i) daily, in required course discussions; ii) at exams, which are usually in essay form; (iii) in the writing of regular quizzes. See the attached syllabi.

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.7 Theme Seven: Production, Distribution and Consumption

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution and Consumption of Goods and Services.

1.7.1 Programmatic Evidence

The Introduction section of **SC 101 [95]** relates the impact of economic factors in the development of societies from hunter-gatherers through the post-industrial age. The discussion of poverty in the section on the Urban Scene also covers these topics. Chapters 5,7,8,9,12 and 14 of the Sanderson text for **SC 102 [100]** also deals with these themes.

In **HS 101 [54]** relevant topics include Economy and Society and a segment on Working Class/Middle Class issues. **HS 340 [61]** deals with these issues in the U.S. Reconstruction in a section on the Slave Labor System and the Southern Economy. This theme is dealt with in the context of post-reconstruction U.S. history in **HS 341 [67]**, Section II (Labor Strife) and Section II (New Deal and Great Society).

1.7.2 Test Evidence

These themes are tested in tests 1 & 2 in **HS 341 [67]**. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.7.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.8 Theme Eight: Science, Technology and Society

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology and Society.

1.8.1 Programmatic Evidence

This theme is dealt with primarily in **SC 102 [100]**, **HS 101 [54]**, **HS 340 [61]**, **HS 341 [67]**. Preindustrial Societies are treated in **SC 101 [95]**. The Industrial Revolution is covered in the Bowditch text in **HS 101 [54]** and in sections of **HS 340 [61]**. The Scientific Revolution and the impact of Science and Technology on current life are discussed in several parts of **HS 101 [54]**: Chapter 17 of the Noble, Strauss et al. text; the section on the Atomic Age & Modernization; and the discussions of the films “Atomic Café” and “On the Beach.”

1.8.2 Test Evidence

The Midterm Exam, the Short Papers, and the Final Exam in each of the History Courses tests the learning in these areas. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.8.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.9 Theme Nine: Global Connections

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

1.9.1 Programmatic Evidence

This theme applies to two courses, **PS 101 [71]** and **PS 102 [82]**. In PS 102 [82], we:

- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

In **PS 101 [71]** we:

- enable learners to explain how belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

The content of this standard in regard to conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, the role of international and multinational organizations in the global arena, and how individual behaviors and decisions connect with global systems is provided **PS 101 [71]** in the sections covered by the Philip Gourevitch text on the United Nations, the United States and ethnic conflict in Rwanda in the 1990s.

The content of this standard in regard to how belief systems and other cultural elements can facilitate global understanding or cause misunderstanding, the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality, and the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns is provided in **PS 101 [71]** in the sections that link social justice concerns to material well-being, that is, weeks 4, 6, 7, 11, 12, 13 and 15.

1.9.2 Test Evidence

For the indicators provided by **PS 101 [71]**, the extent to which students have learned this content is tested in ways that results are reported for each student is evident in the role of the final examination and the weekly quizzes, both requiring critical thinking. For the indicators provided by **PS 101 [71]**, the content learning is tested through short papers requiring critical thinking, verbal participation requiring preparation and critical thinking, and the final examination.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.9.3 Performance Evidence

For **PS 101 [71]**, students are required to write short analytic papers on the intended content, discuss the content verbally in class, and complete a final examination on the content. See attached syllabus and assignments.

All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

1.10 Theme Ten: Civic Ideals and Practices

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

1.10.1 Programmatic Evidence

The content of the following standards are provided in **PS 102 [82]**:

- assist learners to 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;

- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

At the knowledge level, students are expected to know 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 in the sections “Creating a Constitutional Democracy” and “The American Political Tradition.” Students are expected to know how to identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities in the sections “Civil Liberties” and “Political Participation.” Students are expected to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view in the sections “Interest Groups,” “Civil Liberties” and “Public Opinion.” Students are expected to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic throughout the course. Students are expected to analyze and evaluate the influence of various forms of citizen action on public policy in sections “Electing the President,” “Electing Congress,” “Interest Groups,” “Civil Liberties” and “Political Participation.” Students are expected to analyze a variety of public policies and issues from the perspective of formal and informal political actors in the sections “Interest Groups,” “Bureaucratic Politics” and “Policy and Process.” Students are expected to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making in the section “Public Opinion.” Students are expected to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government in the sections “The American Political Tradition,” “Creating a Constitutional Democracy,” and “Civil Liberties,” as well as thematically throughout the course. Students are expected to construct policy statements and action plans to achieve goals related to issues of public concern in the section “Policy and Process.” Students are expected to participate in activities to strengthen the common

good, based upon careful evaluation of possible options for citizen action throughout the course.

In the History Department, **HS 101 [54]**, **HS 340 [61]** and **HS 341 [67]** most clearly address this topic, although all history courses do to some extent. **HS 101 [54]** concentrates on the development of western ideas about government, citizenship, and democratic thought. **HS 340 [61]** and **HS 341 [67]** explore how those ideas were developed, compromised, and strengthened in American life. The development of an informed, critical intelligence on matters of citizenship is a key component of history courses. As representative syllabi demonstrate, the tone of these courses is not celebratory but analytical.

1.10.2 Test Evidence

The extent to which students have learned this content is tested in ways that results are reported for each student as follows: i) three exams requiring critical analysis of readings and lectures on the indicators discussed above; ii) several quizzes requiring evidence of familiarity with specific concepts relating to the indicators; iii) a comprehensive final examination requiring each student to demonstrate critical thinking ability and familiarity with the issues described above; and iv) verbal participation in class. Students are expected to know the information in all four testing tools. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

All students must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland.

1.10.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content at the appropriate level in all four of the aspects of the course outlined above, in test evidence. All four demonstrate that students know the content. Performance evidence occurs at periodic intervals throughout the semester and at the very end of the semester. All students must maintain a 2.5 GPA to be admitted to Internship. All students must complete a portfolio and pass a performance-based team review [53].

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

3.4 Clinical School Experiences in Social Studies Settings

The institution provides and expects prospective social studies teachers to complete multiple clinical experiences in social studies classrooms. These experiences begin early in a candidate's professional program and culminate in an integrative capstone of a substantial amount of time, and they are closely supervised by qualified social studies education professionals.

3.4.1 Programmatic Evidence

Field Experiences and Internships are described on page 6. The Field Experience/Internship [48] syllabus provides an outline of the tasks and accomplishments required for successful completion. required in the Special Education course and in Phase I and II of Internship, students are placed in diverse PDS schools under the supervision of a certified, school-based mentor as well as a university-based supervisor.

Transfer Student:

- Yes
- No

Student Name _____

Reunion Class Year _____

ID # _____

ECONOMICS with a Secondary Education Minor <i>(Class of '05)</i>	
Liberal Arts Core	Semester Completed
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. HS 340 America Through Reconstruction	
4. EN 130 Understanding Literature	
5. English 200 Level Major Writers	
6. Foreign Language I 103	
7. Foreign Language II 104	
8. EC 102 Microeconomic Principles	
9. EC 103 Macroeconomic Principles	
10. Fine Arts	
11. MA 151 or MA 251	
12. Natural Science	
13. CS 110, CS 111, or CS 201	
14. PL 201 Foundations of Philosophy	
15. PL 200 Level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments

Credits Transferred

Courses To Do

Core:

Major:

Non-Departmental
Elective:

Elective:

The provision of this information is not to be regarded as a contract between the student and Loyola College. The College reserves the right to change degree requirements, courses and any other requirements when such action will serve the interest of the College or its students

Economics	Semester Completed
19. EC 220 Business Statistics	
20. EC 301 Macroeconomics	
21. EC 302 Microeconomics	
22. EC 2**/3**/4** Level	
23. EC 2**/3**/4** Level	
24. EC 2**/3**/4** Level	
25. EC 2**/3**/4** Level	
26. EC 4** Level	
27. EC 4** Level	
28. EC 4** Level	
Electives	Semester Completed
29. ED 301 Educational Psychology	
30. ED 429 Secondary Methods of Teaching	
ED 432 Field Experience in Education	
31. RS 496 Introduction to Special Education	
32. ED474 Teaching Reading in the Content Area I	
33. ED 475 Teaching Reading in the Content Area II	
34. ED 455 Student Teaching: Social Studies	
35. ED 455 Student Teaching: Social Studies	
36. ED 455 Student Teaching: Social Studies	
37. HS 341 The U.S. Since the Civil War	
38. PS 101 Politics or PS 102 American Politics	
39. PY 101 Introduction to Psychology or SC 101	
40. Free Elective	

(4/01)

Economics majors may not count 2** Level courses taken during the senior year toward the twelve required courses.

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Transfer Student:

- Yes
- No

Student Name _____

Reunion Class Year _____ ID # _____

HISTORY with a Secondary Education Minor <i>(Class of '05)</i>	
Liberal Arts Core	Semester Completed
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. History 340 America Through Reconstruction	
4. EN 130 Understanding Literature	
5. English 200 Level Major Writers	
6. Foreign Language I 103	
7. Foreign Language II 104	
8. PS 101 Politics or PS 102 American Politics	
9. PY 101 Introduction to Psychology or SC 101	
10. Fine Arts	
11. Mathematics	
12. Natural Science	
13. Math/Science	
14. PL 201 Foundations of Philosophy	
15. PL 200 Level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments

Credits Transferred

Courses To Do

Core:

Major:

Non-Departmental
Elective:

Elective:

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History	Semester Completed
19. HS 300–339, HS 410–422, or HS 470–478 (European)	
20. HS 300–339, HS 410–422, or HS 470–478 (European)	
21. HS 340-369, HS 423-439, or HS 460-465 (American)	
22. HS 340-369, HS 423-439, or HS 460-465 (American)	
23. HS 370-399, HS 440-454, or HS 480-485 (Non-West)	
24. HS 370-399, HS 440-454, or HS 480-485 (Non-West)	
25. HS 400 History Methods	
26. HS 3**/4** Elective	
27. HS 410 – 459 Special Topics	
28. HS 410 – 459 Special Topics	
29. HS 460 – 499: Seminar	
Electives	Semester Completed
30. ED 301 Educational Psychology	
31. ED 429 Secondary Methods of Teaching	
ED 432 Field Experience in Education	
32. ED 496 Introduction to Special Education	
33. ED 474 Teaching Reading in the Content Area I	
34. ED 475 Teaching Reading in the Content Area II	
35. ED 455 Student Teaching: Social Studies	
36. ED 455 Student Teaching: Social Studies	
37. ED 455 Student Teaching: Social Studies	
38. HS 341 The U.S. Since the Civil War	
39. Free Elective	
40. Free Elective	

(4/01)

Specialized study courses that serve a particular purpose (HS 401 – 409) can be taken as part of the courses required for the History major but cannot be used in lieu of the two special topics courses or the seminar. Majors may also elect to take extra seminars or special topics courses in place of HS 3** Level courses.

Special Topics courses and seminar also count for distribution requirement.

The HS 3** level Core course counts toward the department distribution requirement.

13 History courses required overall.



Transfer Student:

- Yes
- No

Student Name _____ Reunion Class Year _____ ID # _____

POLITICAL SCIENCE with a Secondary Education Minor <i>(Class of '05)</i>	
Liberal Arts Core	Semester Completed
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. HS 340 America Through Reconstruction	
4. EN 130 Understanding Literature	
5. English 200-level Major Writers	
6. Foreign Language 103	
7. Foreign Language 104	
8. PS 101	
9. PS 102	
10. Fine Arts	
11. Math (MA 110 recommended, but not required)	
12. Natural Science	
13. Sci/MA/CS (CS 110 recommended, but not required)	
14. PL 201 Foundations of Philosophy	
15. PL 200-level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments _____ Credits Transferred _____ Courses To Do _____

Core:

Major:

Non-Departmental
Elective:

Elective:

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Political Science	Semester Completed
19. PS 3** or 4**-level course	
20. PS 3** or 4**-level course	
21. PS 3** or 4**-level course	
22. PS 3** or 4**-level course	
23. PS 3** or 4**-level course	
24. PS 3** or 4**-level course	
25. PS 3** or 4**-level course	
26. PS 3** or 4**-level course	
27. PS 3** or 4**-level course	
28. PS 3** or 4**-level course	
29. PS 3** or 4**-level course	
Electives	Semester Completed
30. ED 301 Educational Psychology	
31. ED 429 Secondary Methods of Teaching	
ED 432 Field Experience in Education	
32. RS 496 Introduction to Special Education	
33. ED 474 Teaching Reading in the Content Area I	
34. ED 475 Teaching Reading in the Content Area II	
35. ED 455 Student Teaching: Social Studies	
36. ED 455 Student Teaching: Social Studies	
37. ED 455 Student Teaching: Social Studies	
38. HS 341 The U.S. Since the Civil War	
39. PY 101 Introduction to Psychology or SC 101	
40. Free Elective	

(4/01)

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Transfer Student:

- Yes
- No

Student Name _____

Reunion Class Year _____ ID # _____

PSYCHOLOGY with a Secondary Education Minor <i>(Class of '05)</i>	
Liberal Arts Core	Semester Completed
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. HS 340 America Through Reconstruction	
4. EN 130 Understanding Literature	
5. English 200 Level Major Writers	
6. Foreign Language I 103	
7. Foreign Language II 104	
8. PY 101 Introductory Psychology	
9. PY 104 Social Psychology	
10. Fine Arts	
11. MA 110	
12. BL 105 Introduction to Anatomy and Physiology + Lab	
13. Math/Science	
14. PL 201 Foundations of Philosophy	
15. PL 200 Level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments

Credits Transferred

Courses To Do

Core:

Major:

Non-Departmental
Elective:

Elective:

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Psychology	Semester Completed
19. PY 211 Research Methods I (with Lab)	
20. PY 212 Research Methods II (with Lab)	
21. PY 322 Abnormal Psychology	
22. PY 335 Psychology of Personality	
23. 1 course from Group 1: PY 313 PY 404 PY 415 PY 419 PY 319 PY 413 PY 418	
24. 1 course from Group 1: PY 313 PY 404 PY 415 PY 419 PY 319 PY 413 PY 418	
25. 1 course from Group 1: PY 313 PY 404 PY 415 PY 419 PY 319 PY 413 PY 418	
26. 1 course from Group 2: PY 341 PY 345	
27. 1 course from Group 3: PY 315 PY 316 PY 317	
28. 1 course from Group 4: PY 301 PY 302 PY 307 PY 308	
29. 1 course from Group 5: PY 309 PY 318 PY 321 PY 314 PY 320 PY 370	
30. 1 course from Group 6: PY 303 - PY 306 PY 337 PY 350 PY 361 PY 323 - PY 324 PY 338 PY 360 PY 435	
31. PY Elective	
Electives	Semester Completed
32. ED 301 Educational Psychology	
33. ED 429 Secondary Methods of Teaching	
ED 432 Field Experience in Education	
34. RS 496 Introduction to Special Education	
35. ED 474 Teaching Reading in the Content Area I	
36. ED 475 Teaching Reading in the Content Area II	
37. ED 455 Student Teaching: Social Studies	
38. ED 455 Student Teaching: Social Studies	
39. ED 455 Student Teaching: Social Studies	
40. HS 341 The U.S. Since the Civil War	
41. PS 101 Politics or PS 102 American Politics	



Transfer Student:

- Yes
- No

Student Name _____

Reunion Class Year _____ ID # _____

SOCIOLOGY with a Secondary Education Minor <i>(Class of '05)</i>	
Liberal Arts Core	Semester Completed
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. HS 340 America Through Reconstruction	
4. EN 130 Understanding Literature	
5. English 200 Level Major Writers	
6. Foreign Language I 103	
7. Foreign Language II 104	
8. SC 101 Self and Society	
9. SC 102 Societies and Institutions	
10. Fine Arts	
11. MA 110 Intro. to Statistical Methods and Data Analysis	
12. Natural Science	
13. CS 110 or CS 111 (advised, but not required)	
14. PL 201 Foundations of Philosophy	
15. PL 200 Level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments

Credits Transferred

Courses To Do

Core:

Major:

Non-Departmental
Elective:

Elective:

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Sociology	Semester Completed
19. SC 351 Social Research Methods I	
SC 352 Social Research Methods I Lab (1 cr.)	
20. SC 353 Social Research Methods II	
SC 354 Social Research Methods II Lab (1 cr.)	
21. SC 355 Sociological Theory	
22. SC 360 – SC 499	
23. SC 360 – SC 499	
24. SC 400 Level Seminar	
25. SC 401 Sociology Practicum and Seminar	
26. SC Elective	
27. SC Elective	
28. SC Elective	
29. SC Elective	
30. SC Elective	
Electives	Semester Completed
31. ED 301 Educational Psychology	
32. ED 429 Secondary Methods of Teaching	
ED 432 Field Experience in Education	
33. RS 496 Introduction to Special Education	
34. ED 474 Teaching Reading in the Content Area I	
35. ED 475 Teaching Reading in the Content Area II	
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38. ED 455 Student Teaching: Social Studies	
39. HS 341 The U.S. Since the Civil War	
40. PS 101 Politics or PS 102 American Politics	

(4/01)

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Proposed Intern Activities for the Phase I

The following timeline is suggested for all Loyola students in the Teacher Education Program for their Phase I Field Experience placements. The activities proposed in this timeline, in conjunction with the intern checklist, and the weekly seminars would constitute the minimum requirement for all interns in their Phase I Experience. These suggested activities should be adapted to meet the needs of the intern. It is recommended that interns exceed the minimum requirements.

Marshal Kawecki, Carol Ann McCurdy, and Carrie Myers

Visit Number	Activites	Visit Number	Activities
<u>Visit One:</u>	Tour of the building Meet with members of the department. Become familiar with forms used in the Classroom Observe classes.	<u>Visit Five:</u>	Teach the drill and a thirty minute portion of the lesson. Begin planning a full lesson to be taught during the eighth visit. Plan a drill for the nest visit.
<u>Visit Two:</u>	Observe classes Become more familiar with classroom procedures Be involved in class activities, where appropriate Co-plan a drill to be taught during the next visit. (@15 minutes)	<u>Visit Six:</u>	Take attendance and record absences/codes Teach a drill. Be an active assistant in the classroom. Submit a copy of your full lesson plan to be reviewed/revise. Plan a drill for the next visit.
<u>Visit Three:</u>	Teach a drill. <i>Become more involved with class activities</i> Co-plan a portion of the lesson for the next visit	<u>Visit Seven:</u>	Take attendance. Continue to work with students and assist mentor with activities. Review lesson plan for the next visit, revise as suggested by your mentor. Coordinate with mentor for copies, transparencies, and/or resources.
<u>Visit Four:</u>	Teach a portion of the lesson. Co-plan a thirty minute segment of the lesson for the next visit Grade and record a set of papers according to the mentor's standards. Independently plan a drill for the next visit and submit the drill to the mentor for approval.	<u>Visit Eight:</u>	Teach an entire lesson/class period. Receive comments from mentor.

Additional Phase I Activities:

- Shadow a student.
- Observe other teachers.
- Complete a cafeteria duty and a hall duty

PROFESSIONAL PERFORMANCE PORTFOLIO

A professional portfolio is a purposeful collection of work that shows the intern's growth, reflection and achievement.

The portfolio is a selection of artifacts and reflective entries representing professional experiences and competencies during the internship experience. The development of a portfolio facilitates reflective thinking, encourages a holistic approach to assessment, and provides a record of accomplishment.

INTASC Standards

The principles below were developed by Interstate New Teacher Assessment and Support Consortium (INTASC).

Principle #1 The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Principle #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6 The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7 The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

Principle #8 The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.

Principle #9 The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Principle #10 The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Purpose and Framework

The portfolio will be used to document the intern's accomplishments. The standards for assessing are the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The various tools in this assessment process are based on these standards using a holistic approach. We are not looking for discrete, fragmented skills but rather the competency to teach a very complex process. One example of this is the ability to develop plans--both unit and daily, implementing these lessons and assessing both student success as well as intern success in providing a worthwhile learning experience. This and other aspects will be assessed through the Unit Plan and Observation tool. The development of the portfolio provides the intern with the opportunity to reflect, organize and create a document that shows learnings and competencies. The completed portfolio should clearly illustrate through quality not quantity the efforts, which have been taken by the intern to show evidence, that he/she is prepared responsibly as the teacher of record.

Organization of Portfolio

- A three ring binder with dividers is the recommended method of assembling your documents.
- Use INTASC standards and the table of contents to determine your organization of documents.
- For collection purposes it may be helpful to use an expandable folder (one pocket for each INTASC standard).
 - Cross-reference artifacts that relate to more than one standard.
- Develop a cover
- Write a *rational* which explains the organization of your portfolio. This sets the tone.
- Develop a table of contents. The following items should be included:

Rationale

Introduction to Intern

Philosophy of education
Resume
Items of special interest organizations, awards, jobs
Transcript - student copy
Praxis/NTE scores - if available

Internship Experience

Reflection on internship experience
Implications for the future

Content

Unit Plan (one complete)

Lesson plans

(a) a minimum one per instructional assignment to illustrate a variety of teaching techniques and breadth of content area

(b) Modifications of a lesson plan

Examples of students' work, especially assessment

Pictures/video to include delivery of instruction

(c) Assessment/Core Learning Goals

Examples of student assessments – including modifications

Evidence of lesson(s) used to develop an understanding of the High School Assessment requirements – e.g. writing prompts

Note: When using students work in your portfolio, please delete name of students.

Acknowledgements (optional)

Commendations from students, parents, colleagues

Professional recommendations

Support System

The portfolio is an effective tool to document your understanding of the Interstate New Teacher Assessment and Support Consortium Standards and your individual; professional accomplishments during your teaching experiences. Support for this process will be provided through monthly mentor and intern meetings.

It is suggested that you keep lesson plans developed by an area in a binder/folder. It is important to collect items from the beginning of the experience. The mentors, site coordinator(s) and college supervisor are available to assist you.

Internship Assessment Process

Preparation and Review

1. The team will gather for introduction and learning session on assessment. Interns will be invited.
2. The interns will identify on the performance assessment matrix the location in the portfolio of those documents that represent each of the INTASC principles.
3. Portfolios and assessment matrix are due two weeks before review to the site coordinator who will make them available in a designated secure location.
4. During the two-week period before the portfolio review, all team members will review the portfolios using the Strength and Concern Form supplied by the site-coordinator. The intern's strengths and concerns under each of the ten INTASC principles will be determined by the appropriateness of the documentation chosen by the intern for a particular principle. If the documentation (lesson plan, letter, etc.) demonstrates that the intern understands the relationship between an activity and the principle, then the team member will note this as a strength. If there is a lack of documentation or the document does not demonstrate a particular principle, then this will be noted by the team member as a concern.
5. Each team member's Strength and Concern form should be given to the site coordinator who will in turn give all the forms to the case manager.
6. The case manager will collate the strengths and concerns noted by the team members. A copy of the case manager's report will be distributed to each team member at the portfolio review.

Final Stage: Gathering of team, facilitator and interns at school

1. The team will review the process and decide on questions to be asked of intern. This will be based on the case manager's report. Some questions will focus on clarification. Other questions will be the same for all of the interns and will be distributed to the interns the day of the review. (20 minutes)
2. The intern will be invited to join the team:
 - a) the intern will discuss the portfolio in terms of growth and present one item (5-10 minutes)
 - b) the intern will answer questions (20 minutes)
3. The team will discuss in order to make decision. (25 minutes)
4. The team will inform the intern of the decision with supportive reasons.
5. Using the report and comments at the review, the case manager will write a narrative.
6. This narrative will be shared with the intern by the college coordinator within one week of interview.

Narrative:

The audience and the purpose for the narrative is as follows:

Intern for reflection

School system for job opportunities

College for program review and credential files

Mentors and site coordinators for information and direction

The narrative should begin with a clear and specific opening statement about the intern. It should be reader friendly and bolding, subheadings, and key points underlined. After the opening statement, the structure should be based on the INTASC principles and how well the intern demonstrated them.