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**MAJOR FIELD ASSESSMENT PLAN
B.A. IN SOCIAL STUDIES EDUCATION**

Effective Fall 2003

The Strategic Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The major objectives of the B.A. in Social Studies Education are to provide students with general humanistic knowledge in the fields of History, Political Science, and Philosophy; to aid them through this knowledge to analyze and interpret problems and achievements of past and present societies; to further their intellectual development through opportunities to think, to speak, and to write logically and analytically; to prepare them to become dynamic citizens who understand the structure, powers, and procedures of national and state governments and have some knowledge of other world governments as well; and to provide specific background training for such professions as law, journalism, government service, and teaching.

This Major Field Assessment Plan replaces the previous plan, which took effect on October 22, 1996. The new plan applies to the redesigned curriculum mandated by the Blue Ribbon Commission on Teacher Quality, which will be implemented in the fall semester 2003.

GOAL 1

Social Studies Education majors will have a broad knowledge of Social Studies content areas.

A. Expected Outcome

Social Studies Education majors will have knowledge of American and World History, Economics, Geography, Political Science, and Sociology.

Assessment (I)

Social Studies Education majors will earn a grade of C or better in each of their Social Studies content courses, which include the following:

- a. 6 hours Western Civilization Survey*
History 101 and 102
- b. 6 hours American History Survey
History 201 and 202
- c. 4 hours Louisiana History
History 321 and 322
- d. 3 hours American History—Upper Level
History 469, 473, 474, 475, 476, 477, 478, 479, 480, 482, 485, 487, 488,
489, 492, 493, 495, or 496
- e. 3 hours Asian or Russian History—Upper Level
History 444, 445, or 454
- f. 3 hours British or European History—Upper Level*
History 409, 410, 416, 418, 419, 423, 424, 429, 433, 434, 437, 438, 439,
440, or 468
- g. 3 hours Latin American History—Upper Level

History 446, 447, 448, or 449

- h. 3 hours History Elective—Upper Level
Any History 400-level
- i. 3 hours Capstone Course (Major Problems in American History)
History 497
- j. 3 hours Macroeconomics and Microeconomics
Economics 102
- k. 6 hours World Regional Geography
Geography 431 and 432
- l. 6 hours Federal, State, and Local Politics Survey
Political Science 201 and 202
- m. 6 hours Comparative World Politics
Political Science 425, 426, and/or 428
- n. 3 hours Population, Race and Ethnic Relations, or Globalization
Sociology 401, 411, or 465
- o. 3 hours Advanced Sociology
Sociology 471

*Western Civilization and most upper-level British and European History courses include attention to African History in discussions of imperialism.

Assessment (II)

Social Studies Education majors, when taking the PRAXIS II exam, will score at least 149 on the Social Studies: Content Knowledge section and at least 161 on the Social Studies: Interpretation of Materials section.

B. Expected Outcome

Social Studies Education majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of History and Political Science.

Assessment

Southeastern Louisiana University Exit Survey

GOAL 2

Social Studies Education majors will have the necessary skills to teach the Social Studies disciplines in secondary schools.

A. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the principles of teaching the Social Studies.

Assessment (I)

Social Studies Education majors will make a grade of C or better in History 322, Louisiana History Practicum, and History 497, the capstone course, which includes multiple opportunities for students to gain teaching experience.

Assessment (II)

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

B. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the non-instructional aspects of education such as human growth and development, learning theories, history and philosophy of public education, and technology for the classroom.

Assessment

Social Studies Education majors will score at least 161 on the Principles of Learning and Teaching section of the PRAXIS II exam.

C. Expected Outcome

Social Studies Education majors will be able to implement planning, managerial, and evaluation techniques in the classroom.

Assessment

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

GOAL 3

Social Studies Education majors will have the necessary skills to engage in scholarly research and critical analysis of primary and secondary sources.

A. Expected Outcome

Social Studies Education majors will be able to utilize the library resources (both print and electronic) necessary to conduct research in History, Economics, Geography, Political Science, and Sociology.

Assessment

At least 80% of Social Studies Education majors will earn a grade of B or better in Library Science 102.

B. Expected Outcome

Social Studies Education majors will be able to carefully read and critically analyze both primary and secondary sources and to discuss these intelligently both orally and in writing.

Assessment

All 100 and 200-level History and Political Science courses require the use of department-approved texts (which include examples of primary documents) and readers (which include diverse historiographical perspectives). All 300 and 400-level History, Political Science, and Philosophy courses require advanced texts and additional mandatory readings, on which students must be tested; essay exams; term papers, critical book reviews, and/or document analyses; and book discussions and/or presentations by students. History 497, a required capstone course for all Social Studies Education majors, is an Undergraduate Seminar in Major Problems in American History which is conducted like a graduate-level seminar and requires students to read extensively, write multiple critical papers, make multiple oral presentations, and participate in vigorous seminar discussions.

C. Expected Outcome

Social Studies Education majors will acquire thorough knowledge and skill in professional writing and documentation according to the guidelines in the *Chicago Manual of Style*.

Assessment

All written work for 300 and 400-level History, Geography, Political Science, and Sociology courses must meet the minimum standards of good professional writing and—where necessary—utilize proper documentation.

GOAL 4

Social Studies Education majors will be qualified to teach in secondary schools.

A. Expected Outcome

At least 50% of Social Studies Education majors will be offered teaching positions within their qualified fields within six months after graduation.

Assessment

Southeastern Louisiana University Survey of Undergraduate Degree Alumni.

GOAL 5

Social Studies Education majors will possess global awareness and a multicultural perspective

A. Expected Outcome

Social Studies Education majors will acquire knowledge of world history, cultures, economies geography, governments, and peoples.

Assessment

The courses listed above (Goal 1, A) all contribute to global awareness and a multicultural perspective. Social Studies majors must earn a grade of C or better in each course.

B. Expected Outcome

Social Studies Education majors will acquire knowledge of multicultural education.

Assessment

Social Studies Education majors must earn a grade of C or better in Education 211, Multicultural Education.

C. Expected Outcome

Social Studies Education majors will have more opportunity to acquire knowledge of other countries through study abroad.

Assessment

Social Studies Education majors will increase their participation in the Study Abroad Program because of increased encouragement from faculty and more thorough dissemination of information about benefits, scholarships, and other inducements. A provisional goal is that by the 2005-2006 academic year, at least 5% of Social Studies Education majors will participate in Study Abroad. The continued viability of this goal will be subject to both economic and international conditions that may affect the feasibility of student travel abroad.