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Spring 2017

### Social Science Major Program Effectiveness Report 2017

Social Science Major Discipline

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The primary function of the Social Science major at the University of Minnesota, Morris is to work with the Secondary Education program and provide training for future middle and high school teachers in the Social Sciences. The major is totally and completely interdisciplinary. Students majoring in Social Science complete ten required core courses from the following fields: Anthropology, Economics, Geography, History, Political Science, Sociology and Statistics. Each student, in addition, completes a sub-plan from the fields listed above, and each sub-plan demands that the student finish a minor in that field. Thus, all of the courses required for the major are listed under individual disciplines—not the Social Science major—and all of these disciplines, of course, prepare and report on their own assessment plans. Moreover, because of the interdisciplinary nature of the major, no faculty are “housed” within the major, although a single faculty member serves as discipline coordinator and facilitates the process of writing and revising the catalog and approving students for graduation.

The attached document, Program Effectiveness Report for Continuing Approval, was prepared for the Minnesota Board of Teaching. Michelle Page, from the Division of Education coordinated the drafting of the report and the instructors of record for all of the core courses for the Social Science major participated and demonstrated how each course satisfied the assessment goals provided by the Minnesota Board of Teaching. The goals, it will be noted, are exhaustive and required detailed documentation (book chapters in many cases and syllabus listing of discussion and lecture topics) and thus the document details very precisely how a large body of learning outcomes, essential for effective teaching on a middle and secondary level, are met in myriad ways by the various courses.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Program Identification**

**Rule Selection**

Rule #: 8710.4800 Teachers Of Social Studies  
SEP Sequence Used: Secondary Education and K-12 SEP (2016)

**Program Characteristics**

Reporting Year: 2017  
Scope: Check all that apply.  
. B-Age 6 . B-Grade 3 . B-Grade 12 . Age 3-K . PreK-12  
. K-6 . K-8 . K-12 . 5-8 x 5-12  
. 7-12 . 9-12 . Adult

If multiple program types are offered for this licensure rule, a separate approval request is required for each program type.

Program Type: Conventional  
Candidate Type: Both initial and additional license candidates.  
Program Level: Undergraduate  
Route Code: NA  
Dual Licensure Rule#:

**Program Design**

*Optionally describe what this program is about or outline for the reviewer what components make this program unique.*

**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Program Contact**

**Preferred Address**

Address: No address found  
City, State Zip: , 00000

**Primary Contact**

Title: Dr  
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**Unit Leader**

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First Name: Gwen  
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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Course Sequence**

List the sequence of required courses/experiences that provide candidates with the knowledge, skills and understandings required in this licensure rule.

**Course Listing for this Sequence:**

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Exp Hours	Student Teaching Weeks	Scope
ANTH 1111	INTRODUCTORY CULTURAL ANTHROPOLOGY	4.00	No	No			
ECON 1112	PRINCIPLES OF MACROECONOMICS	4.00	No	No			
HIST 1301	INTRODUCTION TO UNITED STATES HISTORY	4.00	No	No			
STAT 1601	INTRODUCTION TO STATISTICS	4.00	No	No			
POL 1201	AMERICAN GOVERNMENT AND POLITICS	4.00	No	No			
PSY 1051	INTRODUCTION TO PSYCHOLOGY	4.00	No	No			
SOC 1101	INTRODUCTORY SOCIOLOGY	4.00	No	No			
GEOG 2001	PROBLEMS IN GEOGRAPHY	4.00	No	No			
AREA OF FOCUS	HIST, POL SCI, PSYCH, SOC, ANTH, OR ECON	20.00	No	No			
SEED 4102	TEACHING AND LEARNING STRATEGIES	0.00	Yes	No			
SEED 4104	TEACHING DIVERSE LEARNERS	0.00	No	No			
SEED 4105	READING AND LITERACY IN THE CONTENT AREAS	2.00	No	Yes			
SEED 4115	ADVANCED CONTENT READING	2.00	No	Yes			
SSCE 4121	METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL	4.00	Yes	No			
SEED 4201/4204	DIRECTED STUDENT TEACHING IN THE MIDDLE AND SECONDARY SCHOOL OR INTERNATIONAL SCHOOL	12.00	No	No		12.00	5-12
ECON 1111	PRINCIPLES OF MICROECONOMICS	4.00	No	No			
PSY 2581	DRUGS AND HUMAN BEHAVIOR	2.00	No	No			
PSYCH	DEVELOPMENT AND LEARNING THEORY	0.00	No	No			
PREREQUI SITE	REQUIREMENT: CHOOSE 1 OF 4						
ED 2601	DEVELOPMENT, LEARNING, AND TEACHING (DLT OPTION 1)	0.00	No	No			

List the sequence of required courses/experiences that provide candidates with the knowledge, skills and understandings required in this licensure rule.

**Course Listing for this Sequence:**

Course #	Course or Experience Name	Credits	Methods Course?	Reading Addressed?	Field Based Student Exp Hours	Teaching Weeks	Scope
PSY 2411	INTRODUCTION TO LIFESPAN DEVELOPMENTAL PSYCHOLOGY (DLT 2)	0.00	No	No			
PSY 3402	DEVELOPMENTAL PSYCHOLOGY II: ADOLESCENCE AND EMERGING ADULTHOOD (DLT 3)	0.00	No	No			
PSY 3504	EDUCATIONAL PSYCHOLOGY (DLT 4)	0.00	No	No			
HIST 1111	INTRODUCTION TO WORLD HISTORY	4.00	No	No			
SEP Field Experience Hours:					210.00		
Sequence Totals:		82.00			210.00	12.00	
Submission Threshold:		40.00			100.00	12.00	

**University of Minnesota Morris  
8710.4800 Social Studies - PERCA  
In Progress - 2017**

**Standard Matrix - Section 1**

**Standard 3.A.**

**Subp. 3. Subject matter standard.**

**A candidate for licensure as a teacher of social studies must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.**

**3.A. A teacher of social studies understands how human beings create, learn, and adapt culture. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.A.1** : - ways in which groups, societies, and cultures address human needs and concerns;

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 We discussed this part in the first week of class. (Week of August 28.) The part 1 of the book Sociology by John Macionis is a required reading for this session. It talks about the foundation of sociology and the ways in which groups, societies, and cultures address human needs and concerns. (Please see the syllabus).

**3.A.2** : - how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

SOC 1101 - INTRODUCTORY SOCIOLOGY

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is discussed extensively in the second week of class. (Week of September 4) Ch 2-3 from the book, Sociology. It talks about Sociological investigation and culture. In addition, there are articles from the book, Sociology: Exploring the Architecture of Everyday life, (P.1-133) which is the assigned readings for this session. They specifically refer to how data and experiences may be interpreted by people from diverse cultural perspectives and frame of references. Anth 1111 Conrad Kottak, Cultural Anthropology 12th ed. Covered in Week One and Two: Ch. 1, 2, and Appendices 1,3, &4. Also featured in Hortense Powdermakers Stranger and Friend, read in Weeks 5-7, and Marjorie Shostaks Nisa, read in Weeks 12-14.

**3.A.3** : - culture as an integrated whole, including the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 This concept is implicitly and explicitly incorporated into the entire course as a central concept of anthropology.



**3.A.4** : - societal patterns for preserving and transmitting culture while adapting to environmental or social change;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Central to the course. Kottak: Ch. 14 Modern World System, Ch. 15 Colonialism and Development, Ch. 16 Cultural Exchange and Survival. Also illustrated in Shostaks Nisa. Soc 1101 This part is discussed in the chapter 22, 14, and chapter 3 of the book by John Macionis, Sociology. (Week of September 4, October 30, and Dec 4) In chapter 3, we discuss the culture, its elements, transmitting culture while adapting to environmental change. Chapter 14, we go through the process of migration and preserving culture in the new world. And in chapter 22, we discuss the societal patterns for preserving and transmitting culture while adapting to environmental or social change. (Especially when the new technology is introduced). In addition, there are assignments from the book, Exploring the Architecture of Everyday Life. (Pp.312-461) that address this issue. Geog 2001: Central to the course. Readings and discussions on globalization and cultural change (weeks 2 and 3), cultural ecology and culturally-prescribed attitudes toward nature, and cultural geography (weeks 4, 5 and 6).

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**3.A.5** : - benefits of cultural diversity and cohesion, within and across groups;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Critical concept in anthropology. Students are introduced to the concepts of ethnocentrism and cultural relativism in the first week of lectures, then in Kottak Ch. 3 Culture.

---

**3.A.6** : - patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Critical concept in anthropology. Students are introduced to the concepts of ethnocentrism and cultural relativism in the first week of lectures, then in Kottak Ch. 3 Culture, Ch. 5 Ethnicity and Race, Ch. 6 Language and Communication.

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**3.A.7** : - the causes and effects of stereotyping on American Indians within their society and on society as a whole;

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is discussed in the chapter 14 of the book, Sociology by John Macionis.(Week of October 30) Also we have assigned readings from the book the Architecture of Everyday Life that it addresses the issue on native Americans in regard to cause and effect of stereotyping on American Indians within their societies and on a society as whole.(P 381-512)

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**3.A.8** : - specific cultural responses to persistent human issues; and

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Specifically discussed in Kottaks chapters on social institutions: Ch. 7 Making a Living, Ch. 8 Political Systems, Ch. 9 Families, Kinship, and Descent, Ch. 10 Marriage, Ch. 11 Gender, Ch. 12 Religion, Ch. 13 The Arts. Students also read ethnographic material Shostaks Nisa and Powdermakers Stranger and Friend as well as listening to lectures on the instructors fieldwork which illustrate these points.

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**3.A.9** : - ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPPER/PERCA Anth 1111 Kottaks Ch. 1 What is Anthropology?, Ch. 2 Applying Anthropology, Appendix 1 A History of Theories in Anthropology, Appendix 2 Ethics and Anthropology, Appendix 4 Methods in Cultural Anthropology. Powdermakers Stranger and Friend, an account of one anthropologists fieldwork, methods and theories used in four very different settings. Soc 1101 This part is discussed on the week of August 28th. The reading assignment was from the book of John Macionis, Sociology Chapter 2. We discuss ideas, theories, and modes of inquiry drawn from sociology in the examination of persistent ant issues and problems.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 2**

**Standard 3.B.**

**3.B. A teacher of social studies understands historical roots based on what things were like in the past and how things change and develop over time. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.B.1** : - that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

HIST 1111 - INTRODUCTION TO WORLD HISTORY

Hist 1111: Discussion of historiography and reading and using primary sources in class. These issues are also reflected in exams and written assignments. PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: Described in syllabus: we study varied interpretations, etc.

**3.B.2** : - key concepts, including time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

HIST 1111 - INTRODUCTION TO WORLD HISTORY

Hist 1111: Readings, lectures, discussions, written assignments, and exams focus on these issues PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: Taken up in introductory lectures about varied motives for studying history, then different attempts to see American whole through such concepts as diversity, equality, the frontier, technology, prosperity, etc.

**3.B.3** : - historical periods and patterns of change within and across cultures;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 In Anthropology, students are introduced to the history of the discipline by examining Thomas Kuhn's paradigm change and seeing how anthropology has shifted over the years in the way it examines cultures around the world (18th century Enlightenment, 19th century colonialism, challenges posed by post-colonial literature, etc.). This course examines the diverse ways that peoples around the world have adapted to their cultural, social, economic, and political environments. Thus the course inherently incorporates processes of culture change and the challenges faced by indigenous and other cultures to change. The examination of culture change demands a historical perspective--people both are products of historical processes imposed by outside actors and are active participants in creating their histories; that is fundamental for students to understand. The teacher will learn how cultures have changed globally in response to industrialization, with specific focus on the uneven and unequal affects of industrialization on societies with different subsistence patterns. Historical change within and between cultures will be analyzed. The teacher will learn how change over time is made sense of by different cultures and will be able to provide illustrations and examples of these concepts to students. Hist 1301 This topic is discussed in lecture, and illustrated in Young, The Shoemaker and the Tea Party; Bell, Out of this Furnace; and other books

**3.B.4** : - the significance of American Indian oral tradition in the perpetuation of culture and history;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: Taken up in Theda Perdue and Michael Green (eds.), The Cherokee Removal

**3.B.5** : - processes of critical historical inquiry to reconstruct and reinterpret the past;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

HIST 1111 - INTRODUCTION TO WORLD HISTORY

Hist 1111: Discussion of historiography; reading primary documents and discussing them and incorporating them into analysis in exams and papers. PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: This describes the approach taken in the text Jon Gjerde and Elizabeth Cobbs Hoffman (eds.), Major Problems in U.S. History since 1865

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**3.B.6** : - multiple historical and contemporary viewpoints with viewpoints within and across cultures; and

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

HIST 1111 - INTRODUCTION TO WORLD HISTORY

Hist 1111: Readings, lectures, discussion, exams, and papers address these issues. PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: Regularly indicated in lectures and readings such as Alfred Youngs, The Shoemaker and the Tea Party, The Cherokee Removal, and Major Problems in U.S. History since 1865

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**3.B.7** : - ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301: Regularly indicated in lectures. Tested in essay exams. Pol 1201: Intro, American Political Culture, Models of Democracy and Essential Political Concepts for Space Aliens. Debate, Chapter 1 and Declaration of Independence (in Appendix, pp. A1-A3). Debate, chapter 2. Articles of Confederation. Available online at <http://www.usconstitution.net/articles.html> Week 2 (9/4- 9/8) Creating Order and a Constitution Creating a Constitution for the 21st century: Constitutional Reform Convention simulation, Lab Section #2 Creating a Constitution for the 21st century: Constitutional Reform Convention simulation Cigler and Loomis: 8-26. The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 3**

**Standard 3.C.**

**3.C. A teacher of social studies understands the world within and beyond personal locations. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.C.1** : - the relative location, direction, size, and shape of locales, regions, and the world;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Implicit throughout the course. Discussions on globalization (weeks 2 and 3) rely on a world systems approach, and aim to explain through an environmental and historic path approach the economic and political configuration of the world. This is reemphasized the following week in readings and discussions on the Columbian Exchange.

**3.C.2** : - how to create, interpret, use, and synthesize information from various representations of the earth;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Readings and discussions the first week focus on cartography, geographic information systems and mapping as a cultural exercise.

**3.C.3** : - appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs, and maps and to interpret information from resources including atlases, databases, and grid systems;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Readings and discussions the first week focus on cartography, geographic information systems and mapping as a cultural exercise. Material throughout the course focuses on the graphic representation of geographic phenomena.

**3.C.4** : - how to determine distance, scale, area, density, and distinguish spatial distribution patterns;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Week one contains a unit on mapping. The course makes lavish use of illustrations including maps and charts, and the text discusses the various ways of representing distance and space graphically.

**3.C.5** : - the relationships among various regional and global patterns of geographic phenomena;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Central to the course and its emphasis on globalization. Comparative geographic advantages enjoyed by Europe and how this informed the development of the first world system is discussed in week two. Another example is week four and readings and discussions on the Columbian Exchange. This is again emphasized in the following weeks in discussions on Crosby and the 1918 influenza epidemic; students examine how geography affected the vulnerability of various populations to the flu virus. Another example is how climate change in recent years has fueled the migration of millions of people to mega cities in the developing world (weeks thirteen through fifteen).

**3.C.6** : - physical earth system changes to explain geographic phenomena;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 See above. More directly, the role played by energy needs in shaping global politics is discussed in the unit on politics and geography (week twelve). Global warming and climactic change is emphasized throughout the course and especially in weeks four and in the unit on food and agriculture (weeks nine through eleven).

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**3.C.7** : - how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Unit on cultural geography and landscapes (week seven) and political geography (week 12). Readings and discussions focus on cultural landscapes, the notion of space as contested, the role of race, ethnicity, gender, religion and sexuality especially as expressed in urban space. Significant attention is given to semiotics and reading ordinary landscapes.

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**3.C.8** : - physical and cultural patterns and their interactions;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Central concept of the course. Kottaks Ch. 7 Making a Living describes various subsistence patterns which opens us to the following five chapters dealing with social institutions, cultural patterns and the interactions between them. Soc 1101 This part extensively is discussed in the week of September 11-18. The readings are from the book, Sociology by John Macionis. Also there are reading assignments from the book Exploring the Architecture of Everyday Life, (Pp 133-206). In this part, we specifically discuss the social and patterns of interaction. Geog 2001 Much of week four is given to reading, lecture and discussion on culturally-based attitudes toward nature, cultural differences in assigning value to land and its commodification, and land use. The Columbian exchange and American Indian and European conflict over the environment is the topic of a lecture.

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**3.C.9** : - how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Central concept of the course. Kottaks Ch. 7 Making a Living describes various subsistence patterns which opens us to the following five chapters dealing with social institutions, cultural patterns and the interactions between them. Soc 1101 This part extensively is discussed in the week of September 11-18. The readings are from the book, Sociology by John Macionis. Also there are reading assignments from the book Exploring the Architecture of Everyday Life, (Pp 133-206). In this part, we specifically discuss the social and patterns of interaction. Geog 2001 Much of week four is given to reading, lecture and discussion on culturally-based attitudes toward nature, cultural differences in assigning value to land and its commodification, and land use. The Columbian exchange and American Indian and European conflict over the environment is the topic of a lecture.

---

**3.C.10** : - social and economic effects of environmental changes and crises resulting from phenomena; and

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 This serves as the primary theme for weeks 4 through 6. This is also discussed in the unit on agricultural, food and geography (weeks 9 through 11) and in Schlossers Fast Food Nation.

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**3.C.11** : - policies for the use of land and other resources in communities and regions.

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 Examined in readings and lecture in week 4 and 5. Also a significant topic in Neuwirths Shadow Cities.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 4**

**Standard 3.D.**

**3.D. A teacher of social studies understands that personal identity is shaped by an individual's culture, by groups, and by institutional influences. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.D.1** : - personal connections to time, place, and social and cultural systems;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Kottak Ch. 3 Culture, as well as discussions throughout the course.

Soc 1101 We discuss this part in the week of September 4. The assigned reading is culture, chapter 3, of the book Sociology by John Macionis. We discuss extensively the importance of the Geography of time and place in social and cultural system in any given society.

**3.D.2** : - influences of various historical and contemporary cultures on an individual's daily life;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Central concept in anthropology. We cover this in relation to language, art, religion, marriage and kinship, political and economic systems, colonialism, population movement, gender, and so on. Soc

1101 This part is very important part of sociology. For this part we cover chapters 1-3. From Macioniss book, Sociology. The first two weeks of the class. (The week of August 28-18) are spend for this discussion. We discuss how sociology has developed, sociological perspectives, sociological investigation, and how various historical and contemporary cultures have influence on an individuals daily life. Psy 1051 We specifically discuss these concepts in relation to the changing philosophical and scientific approaches to studying human behavior from early Western history to present. From Psy 1051 syllabus: Part 1: What Is Psychology?-- History and Research Methods Aug. 29 Sept. 9 This first section will introduce you to how psychology has developed, focusing on perspectives used in psychology, and will introduce how psychological research works. Chapter 1, The science of psychology (8/29 9/2) Psy 1081 For Psy 1081, the specific example of drug use decisions is covered in the context of historical and contemporary cultures and drug regulations. From the Psy 1081 syllabus: Section 4-- Societal issues and approaches to substance abuse prevention. This last section will move outward from the individual in order to explore factors that affect societys responses to different drugs (e.g., economics); the debate as to how to deal with societys "drug problem" (is it a legal or a public-health problem?); and approaches to prevent development of drug abuse. The drug to be focused on here will include one that has garnered much controversy about its status: marijuana. Dates: February 20 March 3. Exam: Friday, March 3. Readings: From Ksir et al.-- Chapt. 3 (Drug products and their regulations), Chapt. 16, pp. 310-323 (History of opioids) Chapt. 15 (Marijuana) Chapt. 17 (Preventing substance abuse)



**3.D.3** : - the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY	PSY 1051 - INTRODUCTION TO PSYCHOLOGY
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PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Again, a central concept of anthropology which is covered during the course. Kottaks Ch 3 Culture introduces the broad concept which is refined in later chapters on race/ethnicity, religion, gender, descent, and so on. Other class readings such as Shostaks Nisa, and Powdermakers Stranger and Friend remind the students that they also have these influences in their lives. Soc 1101 All these concepts are covered in the class. The reading assignments are from chapter 4-7 from Macionis book, Sociology. We discuss this part the week (September 11-18.) We cover chapters on self, society, socialization, social interaction in everyday life and its meanings. This part is core of sociology, the ways family, religion, gender, ethnicity, and socioeconomic status; contribute to the development of a sense of self. For this part, in addition to Macionis book, there are assigned readings from Exploring the Architecture of Everyday Life. from pages 133-206. Geog 2001 Explored in the unit on cultural geographies (week seven) Students read about and discuss concepts of territoriality and proxemics during this same week. Psy 1051 All of these are relevant to the development of the individual and theories related to personality. From syllabus: Part 2: The Person Development and Personality Sept. 12 Sept. 26 Before going into the nuts and bolts of how the mind and brain work, this section will introduce you to the whole person our personality-- and theories behind how we develop over the lifespan. Chapter 10, Development over the lifespan (Sept. 12 16) Chapter 11, Personality (Sept. 19 23)

**3.D.4** : - the vital role the process of achieving harmony and balance and the American Indian value system play in American Indian philosophy and in the daily lives of American Indians;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY	SOC 1101 - INTRODUCTORY SOCIOLOGY
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PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 This is not covered specifically in Anth 1111; Anthropology teaches a number of other courses on this topic, however. In Anth 1111, we teach general concepts rather than specific ethnographic examples but students should be able to analyze the specifics which apply to American Indian cultures using the tools theyve learned in Anth 1111. As an American Indian scholar, I find this goal problematic; it is overly romanticized as well as inaccurate there is not just ONE American Indian value system, and ONE American Indian philosophy, neither of which may necessarily emphasize harmony and balance. Soc 1101 This part is discussed in the week of September 25-October 2. The reading assignments are from Macionis book, Sociology, chapters 4-6, where we discuss the importance of harmony and balance is social interaction society, groups, and organizations as a whole. In Chapter 14, we discuss the race, and ethnicity. We cover all races including the Indians. That is covered the week of October 30. The reading assignments are also from Exploring the Architecture of Everyday life.(Pp312-512)

**3.D.5** : - concepts, methods, and theories about the study of human growth and development;

PSY 1051 - INTRODUCTION TO PSYCHOLOGY	PSYCH PREREQUISITE - DEVELOPMENT AND LEARNING THEORY REQUIREMENT: CHOOSE 1 OF 4
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Psych Prereq Psy 3401/3402: Covers theory, data, and research in development from conception to adolescence. Assessed via exams, written assignments, discussion, and a group presentation. Psy 2411: This course focuses on physical, socio-emotional, and cognitive aspects of development. Assessed via exams, quizzes, class discussion, and a term paper. Ed 2601: Students examine different theories of learning and articulate their own growing definition of learning. This course theme is assessed through student reflections and written papers. Psy 3504: Physical and cognitive development addressed in first section of class (specifically chapters 1 and 2 of the text); social, moral, and emotional development is addressed in chapters 3, 4, and 13; instructional strategies are addressed in the final portion of the course. Assessments include exams, papers, and a media reflection activity. PREVIOUSLY APPROVED PEPER/PERCA Psy 1051 Although covered in more detail in Psy 1061, an entire chapter of text and related portion of Psy 1051 is devoted to these topics. From syllabus: Part 2: The Person Development and Personality Sept. 12 Sept. 26 Before going into the nuts and bolts of how the mind and brain work, this section will introduce you to the whole person our personality-- and theories behind how we develop over the lifespan. Chapter 10, Development over the lifespan (Sept. 12 16) Psy 1061 This entire course is about human growth and development. See in particular Unit 1 which discusses the theories and fundamental concepts of human growth. Methods of study are used in the case study and other assignments

**3.D.6** : - how ethnicity, nationality, and culture interact to influence specific situations or events;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY	SOC 1101 - INTRODUCTORY SOCIOLOGY
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PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 This is discussed in Kottak Ch. 5 Ethnicity and Race, Ch. 14 The Modern World System, Ch. 15 Colonialism and Development, and Ch. 16 Cultural Exchange and Survival. Soc 1101 This part is discussed extensively. (the week of October 30) The chapter 14 on ethnicity of the book, Sociology, is used as assigned readings. In addition, articles from the Exploring the Architecture of Everyday Life. (P.312-512.) is used as well.

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**3.D.7** : - the role of perceptions, attitudes, values, and beliefs in the development of personal identity;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY	PSY 1051 - INTRODUCTION TO PSYCHOLOGY
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PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Kottak Ch. 3 Culture. Shostaks Nisa,, which describes the enculturation and lifelong socialization of a !Kung San woman; and Powdermakers Stranger and Friend. Soc 1101 This part is discussed on chapters of Socialization (chapter 5) from Macionis book Sociology. We discuss it during the week of September 11. Psy 1051 Perceptions, attitudes, values and beliefs are covered in a variety of ways throughout the Psy 1051 course. Specific to development of personal identity, however, two sections of the course are relevant: Part 2: The PersonDevelopment and Personality Sept. 12 Sept. 26 Before going into the nuts and bolts of how the mind and brain work, this section will introduce you to the whole person our personality-- and theories behind how we develop over the lifespan. Chapter 10, Development over the lifespan (Sept. 12 16) Chapter 11, Personality (Sept. 19 23) Part 5: Influence by, and interactions with, our environmentLearning, Social Thinking, and Adaptation Nov. 4 Nov. 21 As social animals, many of our most profound actions involve other people. Through our constant interactions with others, we are shaped by our world and influence other people. How do we develop as a member of society after birth? Under what circumstances do we helpor hurtothers? What are the roles for other people in our lives? Chapter 6, Learning (Nov. 4 Nov. 9) Chapter 15 and pp. 291-300, Social thinking and behavior (Nov. 11 Nov. 18)

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**3.D.8** : - the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

SOC 1101 - INTRODUCTORY SOCIOLOGY	PSY 1051 - INTRODUCTION TO PSYCHOLOGY
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PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Kottak Ch. 3 Culture. Also discussed throughout the course as we look at how societal and individual attitudes, behaviors, etc. affect others. Soc 1101 This part is discussed in the week of October 2. The reading assignments are from chapter 7, Sociology. where we discussed the concept of group, conformity, impact of group on individual, acts of altruism, and interaction between groups. This chapter is the one of the core of sociology. Psy 1051 These are key topics in the Social Psychology portion of the Psy 1051 course: Part 5: Influence by, and interactions with, our environmentLearning, Social Thinking, and Adaptation Nov. 4 Nov. 21 As social animals, many of our most profound actions involve other people. Through our constant interactions with others, we are shaped by our world and influence other people. How do we develop as a member of society after birth? Under what circumstances do we helpor hurtothers? What are the roles for other people in our lives? Chapter 6, Learning (Nov. 4 Nov. 9) Chapter 15 and pp. 291-300, Social thinking and behavior (Nov. 11 Nov. 18)

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**3.D.9** : - how to work independently and cooperatively within groups and institutions to accomplish goals; and

PSY 1051 - INTRODUCTION TO PSYCHOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Though this course does not spend a lot of time on this concept, we do discuss how different cultures work and how they may emphasize individual effort or cooperative effort and the various permutations.

Soc 1101 This part is discussed in chapter 7-8 of the book, Sociology. The discussion of it is during the week of Sept 11-25. This part is the core of sociology. Also, there are reading assignments from the book, Exploring the Architecture of Every day life. (Pp.133-206). Psy 1051 These concepts are discussed as part of group interactions and effects of working in groups (e.g., groupthink, social loafing). They are included under Social Psychology: Part 5: Influence by, and interactions with, our environment Learning, Social Thinking, and Adaptation Nov. 4 Nov. 21 As social animals, many of our most profound actions involve other people. Through our constant interactions with others, we are shaped by our world and influence other people. How do we develop as a member of society after birth? Under what circumstances do we help or hurt others? What are the roles for other people in our lives? Chapter 6, Learning (Nov. 4 Nov. 9) Chapter 15 and pp. 291-300, Social thinking and behavior (Nov. 11 Nov. 18)

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**3.D.10** : - factors that contribute to and damage mental health and issues that relate to mental health and behavioral disorders in contemporary society.

PSY 1051 - INTRODUCTION TO PSYCHOLOGY

PSY 2581 - DRUGS AND HUMAN BEHAVIOR

PREVIOUSLY APPROVED PEPER/PERCA (Psy 1081 became Psy 2581--number change only; content of course did not change) Soc 1101 This part is discussed merely from sociological perspectives not individuals. In the chapter 8, of the book, Sociology, (week of October 2). We discuss what social factors are involved in behavioral disorder. In other words, sociology looks at external forces that lead to behavioral disorder and not individual factors. Psy 1051 These concepts are discussed throughout the course, but the emphasis occurs during the following section of Psy 1051: Part 6: Bringing it all together: Motivations, Emotions, Disorders, and Therapy Nov. 28 Dec. 21 Being "human" involves the interaction of all the things discussed over the semester and more. This last section covers the influence of internal and external factors on why we do what we do (motivation) and how these relate to how we feel (emotion). Further, much of psychology is devoted to understanding and intervening when thoughts, emotions, or actions become problematic either for the person themselves or others. Understanding psychology at all levels of analysis biological, environmental, developmental, cognitive, sociocultural is necessary for intervening in one's mental health. Chapter 9 (except pp. 337-349) & Chapter 12 (except pp. 484-490), Motivation and Emotions, stress, and health (Nov. 28 Dec. 5) Chapters 13 and 14, Psychological Disorders and Treatment of psychological disorders (Dec. 7 Dec. 14) \*\*Lab #6, Psychological disorders and treatment (Dec. 7 & 8) Psy 1081 For Psy 1081, the emphasis is on theories and research related to initiation of drug use, development of substance dependence and its treatment, and the effects of drug use on individual health (mental and physical) and social well-being. Specifically (from Psy 1081 syllabus): Section 3-- Psychological aspects of drug use and approaches to substance abuse treatment. This section will build on the ideas introduced in Sections 1 & 2 by discussing how individual perceptions, decisions, and experiences affect patterns of drug use. Theoretical perspectives from varying areas of psychology will be introduced followed by their implications for substance abuse treatment. Alcohol will be the drug emphasized in this section because it represents the drug for which treatment is most frequently sought. Dates: February 6 February 17. Exam: Friday Feb. 17. Readings: From Ksir et al.-- Pages 36-42 from Chapt. 2 (Changing views of dependence) Chapt. 18 (Treating substance abuse and dependence) Chapt. 9 (Alcohol)

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 5**

**Standard 3.E.**

**3.E. A teacher of social studies understands how institutions are formed, what controls and influences them, how institutions control and influence individuals and culture, and how institutions can be maintained or changed. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.E.1** : - how concepts, including role, status, and social class, impact the connections and interactions of individuals, groups, and institutions in society;

**ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY**

**SOC 1101 - INTRODUCTORY SOCIOLOGY**

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 We cover the concepts of role and status less explicitly than sociology does but social class is discussed as one form of social stratification. Kottak Ch. 7 Making a Living and Ch. 8 Political Systems. Soc 1101 We discuss this part on the week of October 2-9. The chapters 10-13 from the book, Sociology, present social class, social stratification, gender stratification, and Global stratification cover this part very well. Also, readings from the Exploring the Architecture of Everyday life, (Pp. 206-313) present this issues more thoroughly.

**3.E.2** : - group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

**SOC 1101 - INTRODUCTORY SOCIOLOGY**

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is discussed in chapter 7, of the book, Sociology. This chapter is based on group and institutional influences on people, and elements of culture in both historical and contemporary settings. The discussion of it is in the week of September 25-October 2.

**3.E.3** : - the various forms institutions take and how they develop and change over time;

**SOC 1101 - INTRODUCTORY SOCIOLOGY**

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 Chapter 7 of the book, Sociology discusses the issue of how the various forms of organization develop and change overtime. The discussion of it is in the week of October 2.

**3.E.4** : - how Minnesota-based Anishinabe reservations and Dakota communities are influenced by history, geography, and contemporary issues;

**ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY**

**SEED 4104 - TEACHING DIVERSE LEARNERS**

PREVIOUSLY APPROVED PEPER/PERCA SeEd 4104 In this class we briefly discuss the history, sovereignty, and culture of Anishinabe and Dakota communities. We pay particular attention to issues on Dakota reservations and also political action in the past and present in the independent book project when students read Lakota Woman. Anth 1111 While Anth 1111 is not charged with teaching the particulars of the indigenous cultures of Minnesota (or of any other specific group, for that matter) the teacher will be able to apply the general concepts learned in Anth 1111 - culture; cultural diversity; race and ethnicity as well as racism, discrimination and prejudice; minorities; kinship, subsistence, marriage/family, economic, political, and religious patterns; role of language in cultural preservation; etc. - to an understanding and appreciation of the complex historical, geographic, and contemporary situation of Minnesota Anishinabeq and Dakota communities.

**3.E.5** : - that expressions of individuality and efforts to promote social conformity by groups or institutions can result in tensions;

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is also in chapter 7, on social organization and conformity to the group, of the book, Sociology. They are discussed in the week of October 2.

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**3.E.6** : - belief systems in contemporary and historical movement;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 The role of belief systems is discussed specifically in Kottak Ch. 12 and its integration into all aspects of life for many cultures is covered in lecture and in other Kottak chapters. Soc 1101 This part is discussed in the chapter 24 of the book, Sociology, social change, and tradition. It is discussed the last week of the class week of December 4-11. Hist 1301 Numerous belief systems are presented: American revolutionaries, 19th century Cherokees, three generations of European immigrants, 20th century African Americans, among others in the readings.

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**3.E.7** : - how institutions can further both continuity and change;

SOC 1101 - INTRODUCTORY SOCIOLOGY

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

Pol 1201: Course has included both short (two-three week) and semester-long simulations of U.S. legislature, its processes, and the reasons policy changes or continues. Course content also discusses the role of the courts, the executive agencies/departments, state governments, and non-profit interest groups in pushing for change or holding to status quo. PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This section is also part of chapter 24, of the book, Sociology. It is discussed the last week of the class. The chapter talks about how institution can further both change and experience continuity It is discussed the last week of class. December 4-11.

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**3.E.8** : - how groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is discussed in the chapter of 7, group and organization of the book Sociology. The discussion of it is in the week of September 25 October 2.

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**3.E.9** : - the application of ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Soc 1101 This part is discussed in the chapter 1-2 of the book of Sociology. We discuss this part extensively the first two weeks of the class. Week of August 28-September 4.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 6**

**Standard 3.F.**

**3.F. A teacher of social studies understands the historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society and other parts of the world. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.F.1** : - persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

**SOC 1101 - INTRODUCTORY SOCIOLOGY**

PREVIOUSLY APPROVED PEPPER/PERCA Pol 1201 Week 16 (12/11-12/8) --The Supreme Court/Civil Liberties and Civil Rights (12/11) Debate, chapter 14. (12/13) Cigler and Loomis: pp. 486-502. Paper #2 Due. LAST DAY of CLASS Soc 1101 This part is discussed in the chapter of Stratification, class, and status. (Chapters 10 and 17 of the book, Sociology.) We discuss this on the week of October 9 and November 6-13.

**3.F.2** : - the purpose of government and how its powers are acquired, used, and justified;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPPER/PERCA Pol 1201 Intro, American Political Culture, Models of Democracy and Essential Political Concepts for Space Aliens. Debate, Chapter 1 and Declaration of Independence (in Appendix, pp. A1-A3). Debate, chapter 2. Articles of Confederation. Available online at <http://www.usconstitution.net/articles.html> Week 2 (9/4- 9/8) Creating Order and a Constitution Creating a Constitution for the 21st century: Constitutional Reform Convention simulation, Lab Section #2 Creating a Constitution for the 21st century: Constitutional Reform Convention simulation Cigler and Loomis: 8-26. The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104.

**3.F.3** : - ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPPER/PERCA Pol 1201 The Presidency and Bureaucracy: Kings, Clerks and Movie Stars: Debate Chapter 12 Cigler and Loomis: 400-407,450-457 and 477, 481. West Wing video clips challenge

**3.F.4** : - ways nations and organizations respond to conflicts between forces of unity and forces of diversity;

**HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY**

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPPER/PERCA Hist 1301 Historical memory, through changing interpretations of the American Revolution, the Civil War, other items discussed in Major Problems of U.S. History since 1865 Pol 1201 Week 5 (9/25-9/29) Federalism Today, Tomorrow and Forever (9/25) Cigler and Loomis: 36-66. Week 12(11/13-11/17) Congress (11/15) Debate, chapter 11. Im just a bill video in class

**3.F.5** : - American Indian treaties and how they function, the meaning of tribal sovereignty, and the concept of sovereignty as related to tribal government;

SEED 4104 - TEACHING DIVERSE LEARNERS

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA SeEd 4104 Teaching Diverse Learners This course offers a brief overview of the history of tribal government, especially as related to the Anishinaabeg and other Minnesota based groups. A film is shown which discusses treaties, sovereignty, and the structure of tribal government. Students discuss issues such as learning styles, oral tradition, cultural influences on learning, the Native American tuition waiver at UMM, etc. Students must write a paper describing their understanding of Anishinaabeg or Dakota customs, worldview, history, and government.

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**3.F.6** : - the impact of ever changing United States policies on American Indians;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301 Special case study on the Cherokee removal

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**3.F.7** : - existing differing political systems and the role representative political leaders from selected historical and contemporary settings have had in shaping these systems;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301 Study of the American revolution, the Progressive era, the New Deal, the Great Society, and late 20th century conservative ascendancy. Pol 1201 The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104. Week 5 (9/25-9/29) Federalism Today, Tomorrow and Forever (9/25) Cigler and Loomis: 36-66.

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**3.F.8** : - conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

HIST 1111 - INTRODUCTION TO WORLD HISTORY

Hist 1111: Readings, lectures, discussion, papers, and exams focus on these issues, particularly the role of economics, social relations, culture, and politics in shaping conflict and cooperation within a countrys history and between countries. PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 6 Public Opinion and Political Psychology Making and Moving the Public (10/2) Debate, chapter 4. (10/4) Cigler and Loomis: 128-154. (10/6) Lab Section #4 Sections on Making and Moving the Public

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**3.F.9** : - the role of technology in communications, transportation, information processing, development, or other areas as it contributes to or helps resolve conflicts;

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301 Daniel Boorstins interpretation of the role of technology, lectures on transportation revolution, rise of 20th century media. Pol 1201: Week 8 (10/16-10/20) Media- Jackals? Wagging the Dog? Enough said (10/18) Debate, chapter 6. (10/20) Cigler and Loomis: 280-307. Lab Section #6 Media Scavenger Hunt and Discussion

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**3.F.10** : - how to apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 9 (10/23-10/27) Parties Elections, part 1 Debate, chapter 7. Cigler and Loomis: 197-208. (10/27) Cigler and Loomis: 218-231, 236-254 Lab Section #7 Sections Campaign Practices Forum and Evaluation Week 10 (10/30-11/3) Parties Elections, part II (10/30) Debate, chapter 8. Cigler and Loomis: 201-212. (11/1) In-Class Video on Campaign Finance Cigler and Loomis: 254-276. (11/3) Lab Section #8 Follow the Money sections on Campaign Finance and FEC reports analysis

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**3.F.11** : - the extent to which governments achieve their stated ideals and policies at home and abroad; and

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104. The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104. Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate

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**3.F.12** : - how public policy is formed and expressed.

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Hist 1301 Study of the U.S. Constitution, its amendments, legislation over time.

Pol 1201 Week 13 (11/20-11/24) Congress redux Elving (11/22) Movie TBA Week 14 (11/27-12/1) -- Congressional/Lobbying Simulation: Are you better at getting laws passed than our current Congress? No additional reading but must have read Elving by now. Informed Attendance every day of this simulation extremely important. Lobbying simulation in class each day. Miss one day and you might lose.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 7**

**Standard 3.G.**

**3.G. A teacher of social studies understands how people organize for the production, distribution, and consumption of goods and services. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.G.1** : - how the scarcity of productive human, capital, technological, and natural resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams on introductory chapters that highlight economics as a study of scarcity using production possibility frontiers. Further, these issues will be highlighted repeatedly throughout course and will be tested through HW assignments and exams. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern:

Macroeconomics. Chapter 2: Some Tools of Economic Analysis (covers opportunity cost and scarcity). Case and Fair: Principles of Macroeconomics. Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (From Bina Syllabus) WEEK TWO - The Meaning of Economic Problem: The question of scarcity and the arena of choice; the opportunity cost: setting up a price system without money; the comparative advantage; the laissez-faire, etc. (Lecture and Chapter 2) Geog 2001 This topic is explored extensively within the context of class work on globalization. See weeks two, three and eight.

**3.G.2** : - the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams on chapters on supply, demand and competitive market equilibrium, market failures and provision of public goods, governments role in affecting the competitive market equilibrium.

PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapter 3: Supply and Demand Analysis Case and Fair: Principles of Macroeconomics. Chapter 3: Demand, Supply, and Market Equilibrium (From Bina Syllabus) WEEK THREE - Supply and Demand and the Realm of Macroeconomics Circular Flow and Business Cycles (Lecture, Chapters 3, 4 and 5).

**3.G.3** : - the costs and benefits to society of allocating goods and services through private and public sectors;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams. Chapters that highlight decision making through trade-offs, and marginal benefit and marginal cost analysis will address the stated objective. Further, the chapters on market failures will also help to analyze the need for public provision of goods and services. PREVIOUSLY APPROVED

PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapter 2: Some Tools of Economic Analysis (subsection on Economic Systems: pure capitalism, pure command economies, mixed and transitional economies, economies based on custom or religion). Case and Fair: Principles of Macroeconomics. Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (subsection on Economic Systems: command economies, laissez-faire economies, and mixed systems) Geog 2001 Again, this is explored in the units on globalization and economic development (weeks two, three and eight) It receives renewed emphasis in class lecture, readings and discussions in regards Neuwirths ShadowCities and focuses on the role of neo-liberal economic measures in fostering the growth of megacities in the periphery.

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**3.G.4** : - relationships among the various economic institutions that comprise economic systems;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams. Throughout the course, students will be taught how different economic institutions interact and how these interactions affect decision making and market outcomes. Particularly, the chapters on market failures and public goods, different market structures, government regulations and antitrust policies, governments role in influencing the market outcomes will be important. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112

McEachern: Macroeconomics. Chapter 4: Economic Decision Makers (households, firms, government, rest-of-world). McEachern Macroeconomics. Chapter 8: Unemployment and Inflation (including labor markets) McEachern Macroeconomics. Chapter 14: Banking and the Money Supply Case and Fair: Principles of Macroeconomics. Chapter 14: The Labor Market, Unemployment, and Inflation Case and Fair: Principles of Macroeconomics. Chapter 17: The Household and firm Behavior in the Macroeconomy: A Further Look

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**3.G.5** : - the role of specialization and exchange in economic processes;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams on chapters on comparative advantage, specialization and trade-offs. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 Case and Fair: Principles of Macroeconomics.

Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (subsection on Comparative Advantage, Specialization, and Exchange) Case and Fair: Principles of Macroeconomics. Chapter 20: International Trade, Comparative Advantage, and Protectionism (From Bina Syllabus) WEEK FOURTEEN -Further Debate on Globalization and Outsourcing (Lecture)

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**3.G.6** : - how values and beliefs influence economic decisions in different societies;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapter 2: Some Tools of Economic Analysis (subsection on Economic Systems: pure capitalism, pure command economies, mixed and transitional economies, economies based on custom or religion). Case and Fair: Principles of Macroeconomics. Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (subsection on Economic Systems: command economies, laissez-faire economies, and mixed systems) (From Bina Syllabus) WEEK FOURTEEN -Further Debate on Globalization and Outsourcing (Lecture)

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**3.G.7** : - basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams. Chapters on competitive market equilibrium, market failures, government intervention in competitive market, different market structures, factor price (wage and rent) determination will be important to achieve the stated objective. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapter 2: Some Tools of Economic Analysis (subsection on Economic Systems: pure capitalism, pure command economies, mixed and transitional economies, economies based on custom or religion). Case and Fair: Principles of Macroeconomics. Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (subsection on Economic Systems: command economies, laissez-faire economies, and mixed systems)

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**3.G.8** : - how to apply economic concepts and reasoning in evaluating historical and contemporary social developments and issues;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams. Chapters on the economics of the welfare state that include topics such as income inequality, poverty, discrimination, and public policies to address these issues will be important to address this objective. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 This is the central element of the course. It finds expression literally in every lecture, via case studies, anecdotes, and discussions of contemporary policy debates.

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**3.G.9** : - differences between the domestic and global economic systems and how the two interact; and

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams on chapters on international trade and trade policies. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapter 2: Some Tools of Economic Analysis (subsection on Economic Systems: pure capitalism, pure command economies, mixed and transitional economies, economies based on custom or religion). Case and Fair: Principles of Macroeconomics. Chapter 2: The Economic Problem: Scarcity, Choice, and Opportunity Cost (subsection on Economic Systems: command economies, laissez-faire economies, and mixed systems) Case and Fair: Principles of Macroeconomics. Chapter 20: International Trade, Comparative Advantage, and Protectionism (From Bina Syllabus) WEEK FOURTEEN -Further Debate on Globalization and Outsourcing (Lecture)

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**3.G.10** : - the relationship of production, distribution, and consumption in establishing socially desirable outcomes for resolving public issues.

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams. Chapters on the economics of the welfare state that include topics such as income inequality, poverty, discrimination, and public policies to address these issues will be important to address this objective. PREVIOUSLY APPROVED PEPER/PERCA Econ 1112 McEachern: Macroeconomics. Chapters 1-4. Case and Fair Principles of Macroeconomics. Chapters 1-4.

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**University of Minnesota Morris**  
**8710.4800 Social Studies - PERCA**  
**In Progress - 2017**

**Standard Matrix - Section 8**

**Standard 3.H.**

**3.H. A teacher of social studies understands the relationships among science, technology, and society. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.H.1** : - both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;

**GEOG 2001 - PROBLEMS IN GEOGRAPHY**

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 As the course adopts a world systems approach to examine geographic phenomena, it continuously stresses the role of technology in structuring the development of the various world systems in the past five centuries or so. It is repeatedly stressed in reading and discussion on contemporary globalization. See especially weeks two, three and eight. Reemphasized in unit on geography of agriculture (see weeks nine through eleven).

**3.H.2** : - how science and technology have transformed the physical world and human society to include its impact on time, space, place, and the interactions between humans and their environment;

**GEOG 2001 - PROBLEMS IN GEOGRAPHY**

PREVIOUSLY APPROVED PEPER/PERCA Geog 2001 See above. It is also explored in week one in reading and discussion of key geographic concepts, such as friction of distance, time-space conversion and distance-decay function. Again, as the course proceeds from a world-systems approach, the uneven impact of scientific and technological change is continuously explored. See especially LaFebers Michael Jordan and Neuwirths ShadowCities.

**3.H.3** : - how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change;

**SOC 1101 - INTRODUCTORY SOCIOLOGY**

**GEOG 2001 - PROBLEMS IN GEOGRAPHY**

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Kottak Ch. 7 Making a Living. Also discussed as part of human evolution. Soc 1101 This part is discussed on Chapter 24 of the book of Sociology, where we discuss the impact of technology on our value system. (the last week of our class December 4-11) We also discuss this part on the week of September 4, the chapter on culture and cultural and technology. Geog 2001 This topic is treated implicitly throughout the course but especially in regards globalization. Readings and lecture in week five that emphasize culturally-informed values and attitudes toward science, the natural world and private property explore this theme in an even more direct way. One lecture for that week based on William Cronons Changes in the Land examines this in the context of early New England and Native and European conflict. Finally, the class deals with these issues in discussing the demographic transition and development (week four) and the variable and culturally-informed response to disease (weeks five and six).

**3.H.4** : - how to evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, for example, genetically engineered plants and animals;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 16 (12/11-12/8) --The Supreme Court/ Civil Liberties and Civil Rights (12/11) Debate, chapter 14. (12/13) Cigler and Loomis: pp. 486-502. Paper #2 Due. LAST DAY of CLASS Week 2 (9/4- 9/8) Creating Order and a Constitution Creating a Constitution for the 21st century: Constitutional Reform Convention simulation, Day 2 Lab Section #2 Creating a Constitution for the 21st century: Constitutional Reform Convention simulation (9/8) Cigler and Loomis: 8-26. The Constitution redux \*\*\*Sections start\*\*\* Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104. Soc 1101 This part is discussed in the chapters 22 and chapter 24 of the book, Sociology, the last week of the class (December 4-11). These two chapters discuss the environmental issues, policies in relation to it, and the social changes.

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**3.H.5** : - varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures; and

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

SOC 1101 - INTRODUCTORY SOCIOLOGY

PREVIOUSLY APPROVED PEPER/PERCA Anth 1111 Core concept in anthropology. We discuss this during every class period and all of the readings pertain this concept. Soc 1101 We discuss this part the week of September 4, and December 11, chapters on culture, environment and Social change from the book Sociology chapters 3, 22, 24, are assigned for the reading..

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**3.H.6** : - strategies and policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Section Service Projects on Rockin and Rappin the Vote Week 6 (10/1-10/6) Week 6 Public Opinion and Political Psychology Making and Moving the Public (10/2) Debate, chapter 4. (10/4) Cigler and Loomis: 128-154. (10/6) Lab Section #4 Sections on Making and Moving the Public

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**University of Minnesota Morris**  
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**Standard Matrix - Section 9**

**Standard 3.I.**

**3.I. A teacher of social studies understands the relationship of global connections among world societies to global interdependence. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.I.1** : - how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

**ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY**

**GEOG 2001 - PROBLEMS IN GEOGRAPHY**

PREVIOUSLY APPROVED PEPER Anth 1111 This is a critical concept in anthropology. Specifically discussed in Kottak Ch. 3 Culture, Ch. 6 Language and Communication, Ch. 12 Religion, Ch. 13 The Arts. Soc 1101 This part is discussed the week of September 4. The reading assignment is from the book Sociology, chapter 3, culture. Geog 2001 This is a core element of the course. See especially weeks two and three and the readings and discussions on globalization. Cultural geographies are discussed in week seven. The role of religion, understood here as a cultural system, receives special attention. In that same week the class examines landscapes and learns to assess landscape as contested space. Finally, these issues are in a concrete and direct way in the unit on political geography (week twelve). Hist 1301 U.S. political and social viewpoints as a product of Americas place in the world. Major Problems in U.S. History since 1865.

**3.I.2** : - conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

**GEOG 2001 - PROBLEMS IN GEOGRAPHY**

**HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY**

PREVIOUSLY APPROVED PEPER Anth 1111 This is specifically discussed in Kottak Ch. 14 The Modern World System, Ch. 15 Colonialism and Development, Ch. 16 Cultural Exchange and Survival. Soc 1101 This part is discussed in the chapters 7, 16, and 17 of the book, Sociology. The chapters are about organization and group, the economy and work, and politics and government. The discussion of it is November 6-13. Geog 2001 This is central to understanding the process of globalization and to a world systems approach to geography. Overview of globalization and the impact of western soft power on the developing world is a primary theme of LaFeber (weeks two and three). This is explored in more detail during week eight in which the class turns its attention to the topic of economic development and growing global disparities in wealth and power. This is also explored in the unit on cultural geographies and especially in the context of how groups, defined in terms of religion, race, gender and sexuality (specifically in discussions on Mardi Gras and gay pride celebrations), use urban space and how this encourages variously political conflict and cooperation. How this plays out globally is a key topic in week twelve, as students are asked to consider how new transnational corporations, NGOs and supranational organizations now compete with the nation state in addressing global problems. Hist 1301 Lectures on the Mexican, Spanish-American and Philippine-American wars, World War I, World War II, Korea, Vietnam.

**3.I.3** : - the effects of changing technologies on the global community;

SOC 1101 - INTRODUCTORY SOCIOLOGY

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER Anth 1111 Covered in Kottak Ch. 14 The Modern World System, Ch. 15 Colonialism and Development, Ch. 16 Cultural Exchange and Survival. Soc 1101 This part is discussed the week of November 6-13, and December 4-11. The chapter is about global economy, politics, and social change. (Chapter 16, 17, 24.) Of the book, Sociology. Geog 2001 Core issue to the course but one which is dealt with most directly during weeks two and three (Michael Jordan and the New Global Capitalism), the unit on food and agriculture (weeks nine through eleven) and especially in context of the Green Revolution and the time devoted to geopolitics (week twelve).

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**3.I.4** : - causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues;

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER Geog 2001 Central to the course, but see, especially, weeks, 2 and 3 (LaFeber, Michael Jordan and the New Global Capitalism), the threat of new pandemics discussed in weeks 5 and 6 (Alfred Crosby, Americas Forgotten Pandemic), the unit on economic development during week 8, political geography (week 12).

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**3.I.5** : - relationships and tensions between national sovereignty and global interests;

ANTH 1111 - INTRODUCTORY CULTURAL ANTHROPOLOGY

GEOG 2001 - PROBLEMS IN GEOGRAPHY

PREVIOUSLY APPROVED PEPER Anth 1111 Kottak Ch. 14 The Modern World System, Ch. 15 Colonialism and Development, Ch. 16 Cultural Exchange and Survival. Soc 1101 We discuss this part the week of November 6-11. The reading is from Chapters 16-17 of the book, Sociology, on politics, government, and global economic. Geog 2001 Weeks 2 and 3, LaFeber, Michael Jordan and the New Global Capitalism, and readings and discussions on political geography (week 12).

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**3.I.6** : - the role of international and multinational organizations in the global arena;

ECON 1112 - PRINCIPLES OF MACROECONOMICS

ECON 1111 - PRINCIPLES OF MICROECONOMICS

Econ 1111: The standard will be assessed through HW assignments and exams on chapters on international trade and trade policies. Particularly, topics such as World Trade Organization and other international trade agreements, and new challenges to globalization will be important. PREVIOUSLY APPROVED PEPER Econ 1112 McEachern: Macroeconomics. Chapter 18: International Finance Case and Fair Principles of Macroeconomics. Chapters 20-23 (International Trade; Open Economy Macro; Globalization; Economic Growth in Developing Countries) (From Bina Syllabus) WEEK FOURTEEN -Further Debate on Globalization and Outsourcing (Lecture)

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**3.I.7** : - how individual behaviors and decisions connect with global systems; and

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER Pol 1201 Week 7 (10/9-10/13) Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate

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**3.I.8** : - concerns, issues, and conflicts related to universal human rights.

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PAPER Anth 1111 We cover this peripherally as part of the discussion of research ethics and more specifically in Kottak Ch. 16 Cultural Exchange and Survival Pol 1201: Week 16 (12/11-12/8) --The Supreme Court/ Civil Liberties and Civil Rights (12/11) Debate, chapter 14. (12/13) Cigler and Loomis: pp. 486-502. Paper #2 Due. LAST DAY of CLASS

We discuss this part the week of November 6-13. The reading assignment is from the book, Society, chapter 17. Where we discuss politics both national, international, and universal human rights. Runs throughout the course, but see especially Walter LaFeber, Michael Jordan and the New Global Capitalism and Robert Neuwirth, Shadow Cities: A Billion Squatters, A New Urban World. See in addition the unit on culture and geography, week 7. Hist 1301 The emergence of the UN, the UN Declaration of Human Rights, lecture on Ralph Bunche, Anne Moody, Coming of Age in Mississippi, on Civil Rights movement.

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**University of Minnesota Morris**  
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**Standard Matrix - Section 10**

**Standard 3.J.**

**3.J. A teacher of social studies understands that civic ideals and practices of citizenship is critical to full participation in society and is the central purpose of the social studies. The teacher must understand:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.J.1** : - the origins and the continuing influence of key ideals of the democratic republican form of government;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

HIST 1301 - INTRODUCTION TO UNITED STATES HISTORY

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 2 (9/4- 9/8) Creating Order and a Constitution Creating a Constitution for the 21st century: Constitutional Reform Convention simulation, Lab Section #2 Creating a Constitution for the 21st century: Constitutional Reform Convention simulation Cigler and Loomis: 8-26. The Constitution redux Debate, Constitution, Fed #10, and antifederalist papers (Appendix pp. A3- A23). Cigler and Loomis: 27-32, 48-55, 75-78, 88-104. Hist 1301 Lecture on U.S. Constitution, continuities through 19th and 20th centuries.

**3.J.2** : - sources and examples of citizens' rights and responsibilities;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate

**3.J.3** : - how to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues that are representative of multiple points of view;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate Public Opinion and Political Psychology Making and Moving the Public (10/2) Debate, chapter 4. (10/4) Cigler and Loomis: 128-154. (10/6) Lab Section #4 Sections on Making and Moving the Public

**3.J.4** : - forms of civic discussion and participation that are consistent with the ideals of citizens in a democratic republic;

POL 1201 - AMERICAN GOVERNMENT AND POLITICS

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate Public Opinion and Political Psychology Making and Moving the Public (10/2) Debate, chapter 4. (10/4) Cigler and Loomis: 128-154. (10/6) Lab Section #4 Sections on Making and Moving the Public Week 11 (11/6-11/10) Interest groups (11/6) Debate, chapter 9. Paper #1 due. (11/8) Cigler and Loomis: 317-327. (11/10) Lab Section#9 Election 2006 Post-Mortem: what does it all mean LAST LAB!

**3.J.5** : - the influence of various forms of citizen action on public policy;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 11 (11/6-11/10) Interest groups (11/6) Debate, chapter 9. Paper #1 due. (11/8) Cigler and Loomis: 317-327. (11/10) Lab Section#9 Election 2006 Post-Mortem: what does it all mean LAST LAB! Week 9 (10/23-10/27)PartiesElections, part 1 Debate, chapter 7. Cigler and Loomis: 197-208. (10/27) Cigler and Loomis: 218-231, 236-254 Lab Section #7 Sections Campaign Practices Forum and Evaluation Week 10 (10/30-11/3) PartiesElections, part II (10/30) Debate, chapter 8. Cigler and Loomis: 201-212. (11/1) In -Class Video on Campaign Finance Cigler and Loomis: 254-276.

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**3.J.6** : - how to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 11 (11/6-11/10) Interest groups (11/6) Debate, chapter 9. Paper #1 due. (11/8) Cigler and Loomis: 317-327. (11/10) Lab Section#9 Election 2006 Post-Mortem: what does it all mean LAST LAB! Week 12(11/13-11/17) Congress (11/15) Debate, chapter 11.

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**3.J.7** : - how to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 6 Public Opinion and Political Psychology Making and Moving the Public (10/2) Debate, chapter 4. (10/4) Cigler and Loomis: 128-154. (10/6) Lab Section #4 Sections on Making and Moving the Public Week 7 (10/9-10/13) Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate Week 8 (10/16-10/20) Media-Jackals? Wagging the Dog? Enough said (10/18) Debate, chapter 6. (10/20) Cigler and Loomis: 280-307. Lab Section #6 Media Scavenger Hunt and Discussion

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**3.J.8** : - the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; and

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 7 (10/9-10/13) Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate Week 9 (10/23-10/27)PartiesElections, part 1 Debate, chapter 7. Cigler and Loomis: 197-208. (10/27) Cigler and Loomis: 218-231, 236-254 Lab Section #7 Sections Campaign Practices Forum and Evaluation Week 10 (10/30-11/3) PartiesElections, part II (10/30) Debate, chapter 8. Cigler and Loomis: 201-212. (11/1) In -Class Video on Campaign Finance Cigler and Loomis: 254-276. (11/3) Lab Section #8

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**3.J.9** : - ways for strengthening the common good through citizen empowerment and action.

**POL 1201 - AMERICAN GOVERNMENT AND POLITICS**

PREVIOUSLY APPROVED PEPER/PERCA Pol 1201 Week 7 (10/9-10/13) Political Participation--Are the Masses Asses? (10/9) Debate, chapter 5. (10/11) Cigler and Loomis: 158-192. (10/13) Lab Section #5 Public Policy Debate Week 11 (11/6-11/10) Interest groups (11/6) Debate, chapter 9. Paper #1 due. (11/8) Cigler and Loomis: 317-327. (11/10) Lab Section#9 Election 2006 Post-Mortem: what does it all mean

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**Standard Matrix - Section 11**

**Standard 3.K.**

**3.K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:**

<b>*REQUIRED - Course/Experience</b>	<b>OPTIONAL - Secondary Course/Experience</b>
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**Learning Assessment Activity**

**3.K.1** : - understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;

SEED 4102 - TEACHING AND LEARNING STRATEGIES	PSYCH PREREQUISITE - DEVELOPMENT AND LEARNING THEORY REQUIREMENT: CHOOSE 1 OF 4
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Psych Prereq Psy 3401/3402: Covers theory, data, and research in development from conception to adolescence. Assessed via exams, written assignments, discussion, and a group presentation. Psy 2411: This course focuses on physical, socio-emotional, and cognitive aspects of development. Assessed via exams, quizzes, class discussion, and a term paper. Ed 2601: Students examine different theories of learning and articulate their own growing definition of learning. This course theme is assessed through student reflections and written papers. Psy 3504: Physical and cognitive development addressed in first section of class (specifically chapters 1 and 2 of the text); social, moral, and emotional development is addressed in chapters 3, 4, and 13; instructional strategies are addressed in the final portion of the course. Assessments include exams, papers, and a media reflection activity. PREVIOUSLY APPROVED PEPER/PERCA SeEd 4102 Weeks 1 and 2 of SeEd 4102 Teaching and Learning Strategies deals with developmentally appropriate instruction, objectives for multiple domains (cognitive, affective, psychomotor), and basing instruction on the multiple needs of the whole learner. This is assessed in field experiences and in the unit plan SScE 4121 This topic is addressed during week 9 of the methods course and in the reading of chapter 13 of the text, Teaching Social Studies in Middle and Secondary Schools, Adapting Social Studies Instruction to Individual Needs. It is also addressed throughout the course during the planning and teaching of age appropriate peer lessons which are developed using specific Multiple Intelligences and differentiated learning styles from Blooms Taxonomy of Learning. Psy 1061 This entire course deals with the various domains of child and adolescent development. Application of educational principles takes place in the case studies and in the bilingual education units of the course.

**3.K.2** : - understand and apply the research base for and the best practices of middle and high school education;

SEED 4102 - TEACHING AND LEARNING STRATEGIES	SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL
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PREVIOUSLY APPROVED PEPER/PERCA SeEd 4102 Teaching and Learning Strategies is crafted around research-based best practices. The instructional models and strategies discussed in the text, The Act of Teaching, are all supported by research. Best practice is assessed in peer teaching exercises and in field experience. SScE 4121 This is addressed during the week 3 reading and discussion from the text, Bring Learning Alive, Part 1 The Elements of the TCI Approach. Also, it is addressed from the chapter 6 text readings from, Teaching Social Studies in Middle and Secondary Schools, Engaging Students in Learning Through Small Groups, Questions, Role Playing, and Simulations during week 10.

**3.K.3** : - develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;

SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

SEED 4102 - TEACHING AND LEARNING STRATEGIES

PREVIOUSLY APPROVED PEPER/PERCA SSCE 4121 This is addressed throughout the methods course based on the NCSS standards during weeks 5-16 when students prepare and peer teach lessons based on each standard. Each student must also define the MN standard for each lesson they prepare. The week 4 reading from the text, Teaching Social Studies in Middle and Secondary Schools, Alternative Perspectives on the Social Studies Curriculum, and the planning session from week 13. SeEd 4102 The unit planning assignment specifically requires students to connect their unit and all lessons to state and national standards for their fields of study.

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**3.K.4** : - understand the role and alignment of district, school, and department mission and goals in program planning;

SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

SEED 4102 - TEACHING AND LEARNING STRATEGIES

PREVIOUSLY APPROVED PEPER/PERCA SSCE 4121 This is addressed throughout the course, especially weeks 5-16, but more specifically during the long term planning exercise during week thirteen. SeEd 4102 Week Two of this course focuses on curriculum planning, from the broadest levels of program, school, community, and department to the narrowest levels of elements of a lesson plan.

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**3.K.5** : - understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

SEED 4102 - TEACHING AND LEARNING STRATEGIES

PREVIOUSLY APPROVED PEPER/PERCA SSCE 4121 This is reinforced throughout the course through the planned and performed peer lessons as well as reading and discussion during week 15 from the text, Teaching Social Studies in Middle and Secondary Schools, Preparing Students to Live in a Globally and Culturally Diverse World. SeEd 4102 This course emphasizes community resources when discussing unit and lesson planning and general curriculum planning SeEd 4105 This course is concerned with content area reading but emphasizes making connections between students academic and other experiences and making cognitive connections during Week Two. SeEd 4104 This Teaching Diverse Learners course emphasizes connecting school experiences with community and cultural norms during Week 5

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**3.K.6** : - know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

PREVIOUSLY APPROVED PEPER/PERCA SSCE 4121 This topic is covered through our reading and discussion from chapter 3 of the text, Teaching Social Studies in Middle and Secondary Schools, Teaching and Learning Social Studies Ed 2101 Day 2 Mon. Sept. 17 Chapter 1 - The Goals of Public Schooling \*What are the public benefits of schools? \*Are schools always a public good? \*What are the political, social, and economic goals of schooling? \*What is the role of business in education? \*What are some issues about human capitalism? SEP.subp.10.9A

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**3.K.7** : - understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

PREVIOUSLY APPROVED PEPER/PERCA SScE 4121 This topic is addressed throughout the course while we discuss professional issues, cocurricular and extracurricular leadership and the importance of these activities in the realm of education.

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**3.K.8** : - apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

SEED 4201/4204 - DIRECTED STUDENT TEACHING IN THE MIDDLE AND SECONDARY SCHOOL OR INTERNATIONAL SCHOOL

PREVIOUSLY APPROVED PEPER/PERCA Students engage in three focal field experiences: Ed 2111 is the introductory field experience wherein students spend at least 40 hours in a classroom assisting a teacher. SeEd 4103 is an intensive practicum that comprises 150+ hours of field experience and includes a full time pre-student teaching experience. Students do not merely observe in this practicum but are consistently engaged in planning and teaching lessons. SeEd 4201 is a student teaching experience. Students spend 11 weeks in a classroom and teach full time for at least 4 weeks of that experience. All field experiences are evaluated according to the Standards of Effective Practice and students experience a variety of grade levels and placements.

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## Standard Matrix - Section 12

### Standard 3.L.

**3.L. A teacher of social studies must understand the content and methods for teaching reading including:**

**3.L.1. knowledge of reading processes and instruction including:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

#### **Learning Assessment Activity**

**3.L.1.a** : - orthographic knowledge and morphological relationships within words;

SEED 4105 - READING AND LITERACY IN THE CONTENT  
AREAS

PREVIOUSLY APPROVED PEPER/PERCA The initial workshop of this course (week 1) is several hours long. One of the topics that is discussed by the instructor is the connection between phonemes and graphemes as fundamental to literacy learning. Examples of phonemes and graphemes are given and analyzed. Morphological relationships within words are also discussed in this lesson and later in the course as well. Later in the course, students learn and demonstrate a large number of vocabulary and reading comprehension strategies. Among these are strategies such as the part-to-whole organizer, the words in context activity, and word meaning graphic organizers that draw upon knowledge of prefixes, suffixes, and roots.

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**3.L.1.b** : - the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;

SEED 4105 - READING AND LITERACY IN THE CONTENT  
AREAS

PREVIOUSLY APPROVED PEPER/PERCA The initial workshop of this course (week 1) is several hours long. The instructor discusses the levels of vocabulary understanding, including recognition of words in terms of meaning as well as decoding. The instructor discusses how word recognition and vocabulary knowledge, combined with decoding skills, lead to fluency and how comprehension is related and not related to these elements. A simulation is used to demonstrate this idea where students are shown individual words that will be found in a reading passage and they attest to the fact that they are familiar with each word. Then the reading passage is distributed (the passage is from an engineering text). Most students cannot understand the text even though they knew each word the students who typically do understand the text have background knowledge in applied math or physics. The relationship between vocabulary, comprehension, and fluency is discussed as well as building and activating background knowledge.

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**3.L.1.c** : - the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

PREVIOUSLY APPROVED PEPER/PERCA Throughout the course, the instructor models vocabulary and comprehension strategies for students and students demonstrate additional vocabulary and comprehension strategies in class and integrate them into their practicum. Indirect instructional strategies include word walls, word sorts, and prediction activities (though these could be modified to be more direct or more specific or more general). Direct vocabulary instruction includes strategies such as semantic word analysis, analysis maps, linear arrays, thinking trees, word questioning, and others. Domain-specific words are the focus of several of the strategies that are included, such as the words in context strategy/activity that is bound to subject area. Linear arrays, concept maps, concept ladders, knowledge charts, and other vocabulary acquisition strategies are demonstrated and used in relation to specific subject-area vocabulary.

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**3.L.1.d** : - the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA At the beginning of the course (week 1), the instructor engages in a workshop that is several hours long. In the segment of the workshop that describes and evaluates various reading programs, motivation and relationships between background knowledge, cognitive ability, and reader interest are discussed. For example a case study is used to demonstrate how two different readers respond to the Accelerated Reader program, depending on their background knowledge, cognitive abilities and interest. In addition, ideas about building, activating, and extending background knowledge based on the work of Fisher and Frey (Fisher, D., & Frey, N. (2009). Background Knowledge: The Missing Piece of the Comprehension Puzzle. Portsmouth, NH: Heinemann.) are incorporated. These topics are also discussed when schema theory and background knowledge are focal in the course (week 2). In week 4, the instructor teaches about readability formulas and their uses and misuses. During this time, students attention is also drawn to the limitation of readability and the fact that background knowledge and motivation are important to comprehending text. A simulation is used to demonstrate this idea where students are shown individual words that will be found in a reading passage and they attest to the fact that they are familiar with each word. Then the reading passage is distributed (the passage is from an engineering text). Most students cannot understand the text even though they knew each wordthe students who typically do understand the text have background knowledge in applied math or physics. Discourse is discussed in the first workshop when we discuss text structures and explore the various ways of making meaning in the subject areas. A supplemental reading is used as well: Chapter 3 of Freeman and Freeman (2009) Academic Language for English Language Learners and Struggling Readers, entitled Making Sense of the Academic Registers of Schooling. Discourse and academic language are discussed in more detail in this course. Readings by James Gee are featured. In addition, more detail is provided about building, activating, and assessing background knowledge (via lecture and class activities). Text structure is examined more thoroughly through work on sentence and paragraph frames, digital media and nonprint texts are explored through a project that asks students to analyze graphical and layout features of various texts (visual cues such as headings, layout, hypertext, etc. are focal) and the creation of a web quest or other digital project.

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**3.L.1.e** : - the development of academic language and its impact on learning and school success; and

SEED 4104 - TEACHING DIVERSE LEARNERS

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA In the Teaching Diverse Learners class, students are exposed to the differences between social and academic language (BICS versus CALP). Strategies to lower the affective filter for English Language Learners are explored and students also learn about a few strategies to develop academic language. In the content reading course, academic language is examined through the supplemental reading, Chapter 3 of Freeman and Freeman (2009) Academic Language for English Language Learners and Struggling Readers, entitled Making Sense of the Academic Registers of Schooling. In the advanced reading course, academic language is explored further by reading other parts of the Freeman and Freeman text on integrating academic writing at all levels.

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**3.L.2. the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:**

**\*REQUIRED - Course/Experience**

**OPTIONAL - Secondary Course/Experience**

**Learning Assessment Activity**

**3.L.2.a** : - the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;

SEED 4102 - TEACHING AND LEARNING STRATEGIES

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA SeEd 4102 provides students with experience in multiple instructional frameworks such as concept attainment and formation, direct instruction, classroom discussion, etc. These frameworks are applied through four peer teachings as well as teaching required lessons in the 150+ hour practicum. Included in these discussions and activities is attention to the variety of students in the classroom. Among student differences discussed are the varying proficiency levels of learners and linguistic differences. In SeEd 4104 the needs, both social and academic, of English Language Learners are discussed. In addition, students who experience learning difficulties are a focus of this course. Preservice teachers in this course are required to develop several lessons that are differentiated and display their skill in modifying instruction and making appropriate instructional choices for their students who have various processing difficulties (including reading difficulties) and English Language Learners. In the content reading course, students must complete a text set project. Elements of the project include attention to the reading levels of the students and the match between the reading level and the materials chosen for the classroom. Advanced Content Reading focuses even further on instruction that is effective at meeting the varying needs of readers. In this course, students read and apply research related to instruction in reading, such as the work of Kyleene Beers and others. Students formulate lessons that address the needs of a variety of readers and incorporate reflection and justification of the preservice teachers choices in creating the lessons.

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**3.L.2.b** : - the ability to scaffold instruction for students who experience comprehension difficulties;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA In SeEd 4105, students implement at least ten comprehension strategies that are designed to support the learning and reading comprehension of all students, especially those who experience difficulty. In addition, think-alouds are modeled by the instructor and students do their own think-aloud to practice demonstrating the strategies of proficient readers (which has been shown to benefit learners who struggle in reading). Additional materials on scaffolding and supporting learning are used in SeEd 4115. Among these are portions of Kyleene Beers When Kids Cant Read as well as Zwiars work on oral scaffolds for academic reading, scaffolding thinking and language, and scaffolding academic writing. (Zwiars, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: John Wiley and Sons.) Candidates are required to incorporate these scaffolding techniques into several lessons that are differentiated for a variety of learners/readers.

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**3.L.2.c** : - selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

PREVIOUSLY APPROVED PEPER/PERCA This course devotes a lot of time to modeling and practicing vocabulary and comprehension strategies. The comprehension strategies include pre-reading, during-reading and post-reading strategies. Examples of pre-reading strategies that are used in class are: brainstorming, KWL, anticipation guides, and probable passage. Examples of during reading strategies are: coding text, post-it response notes, bookmarks, double-entry journals, sketching through the text, and it says/I say. Examples of post-reading strategies are: dramatic role play, exit slips, mapping, and written conversations. All of these strategies enhance reading ability. Examples of those that relate specifically to meta-cognition are: KWL, it says/I say, exit slips, and conceptual mapping. Strategies are implemented through peer teachings and through teaching required lessons in the 150+ hour practicum.

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**3.L.2.d** : - the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

PREVIOUSLY APPROVED PEPER/PERCA The course focuses at length on strategies. Many strategies are modeled by the instructor and students are asked to demonstrate strategies that they are learning to their peers and to integrate these strategies into their field work. Students learn at least ten different vocabulary strategies and ten comprehension strategies. They must choose from among these strategies the best ones for their classes (in the field) and justify why these approaches were chosen (in class discussion). Domain-specific words are the focus of several of the strategies that are included, such as the words in context strategy/activity that is bound to subject area. Linear arrays, concept maps, concept ladders, knowledge charts, and other vocabulary acquisition strategies are demonstrated and used in relation to specific subject-area vocabulary.

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**3.L.2.e** : - the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA This course features the Questioning and Challenging the Author activity. Preservice teachers complete the activity for themselves and then write a reflection that discusses how they might use this activity in their courses or they create a sample lesson plan to demonstrate how the activity will be used. In addition, Zwiers work on perspective taking in history/social studies is integrated into the course. (Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: John Wiley and Sons.)

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**3.L.2.f** : - the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA In SeEd 4105 the students learn about and implement multiple instructional approaches and strategies related to content reading. They do a final project which requires them to create a collection of print and digital materials centered on key content concepts. The students analyze the materials and report on their appropriateness for a variety of learners. Specifically, they analyze readability and what type of learner would benefit from the text as well as analyzing content. The project requires a wide variety of texts in terms of reading level and format/style so that they will appeal to and be appropriate for the broadest array of readers. In SeEd 4115 cultural and linguistic differences among readers is focused on in more depth. We discuss what strategies and materials might be most appropriate for a variety of learners, considering such information as that found in Brozo and Simpson in their chapter Honoring Diversity and Building Competence: Supporting Striving Adolescent Readers Across the Disciplines. Students create lessons that display differentiation for reading ability/achievement as well as attend to other characteristics of learners (culture, gender, language, etc.)

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**3.L.2.g** : - the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and

SEED 4102 - TEACHING AND LEARNING STRATEGIES

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA SeEd 4102 provides students with experience in multiple instructional frameworks such as concept attainment and formation, direct instruction, classroom discussion, etc. These frameworks are applied through four peer teachings as well as teaching required lessons in the 150+ hour practicum. Included in these discussions and activities is attention to the variety of students in the classroom. Among student differences discussed are the varying proficiency levels of learners and linguistic differences. In SeEd 4104 the needs, both social and academic, of English Language Learners are discussed. In addition, students who experience learning difficulties are a focus of this course. Preservice teachers in this course are required to develop several lessons that are differentiated and display their skill in modifying instruction and making appropriate instructional choices for their students who have various processing difficulties (including reading difficulties) and English Language Learners. In the content reading course, students must complete a text set project. Elements of the project include attention to the reading levels and developmental levels of the students, focusing on the match between materials and students (individual and group). Advanced Content Reading focuses even further on instruction that is effective at meeting the varying needs of readers. In this course, students read and apply research related to instruction in reading, such as the work of Kyrene Beers and others. Students formulate lessons that address the needs of a variety of readers and incorporate reflection and justification of the preservice teachers choices in creating the lessons.

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**3.L.2.h. the ability to plan instruction and select strategies that help students read and understand social studies texts and spur student interest in more complex reading materials, including the ability to help students:**

<b>*REQUIRED - Course/Experience</b>	<b>OPTIONAL - Secondary Course/Experience</b>
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**Learning Assessment Activity**

**3.L.2.h.i** : - recognize fact and opinion and the words that signal opinions and judgments;

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS	SEED 4115 - ADVANCED CONTENT READING
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PREVIOUSLY APPROVED PEPER/PERCA SeEd 4105 includes attention to text structure. Persuasive text is one type of text structure that is examined. The instructor describes and points out signal words that mark the text as persuasive or opinion-oriented. SeEd 4115 provides additional focus on fact and opinion by utilizing work by Jeff Zwiers on persuasive writing. This reading describes the purpose of persuasion, discusses signal words or prompt language, and provides evaluator rubrics for analyzing persuasion in texts. (Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: John Wiley and Sons.) Candidates develop a plan for teaching recognition of fact and opinion as well as signal words to their K-12 students.

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**3.L.2.h.ii** : - distinguish between primary and secondary sources, for example, historical record versus textbook;

SEED 4115 - ADVANCED CONTENT READING
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PREVIOUSLY APPROVED PEPER/PERCA The preservice teachers themselves have learned about distinguishing between primary and secondary sources throughout the coursework in their major and through the SeEd 4105 Reading and Literacy in the Content Areas course. In SeEd 4115 the preservice teachers are asked to apply this knowledge to helping their own K-12 students make this distinction. This is done in two ways. First, in the discourse analysis project, each subject area is asked to take a key subject area concept and describe it, first using the conventions of the discipline. Then the author describes the concept over again, breaking it down into language that is comprehensible for students. Second, preservice teachers create a Webquest project. In their web quest, a concept or problem from the discipline is focal. For social studies students, the difference between primary and secondary sources must be emphasized in one of these two projects.

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**3.L.2.h.iii** : - thinking critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;

SEED 4115 - ADVANCED CONTENT READING	SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS
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PREVIOUSLY APPROVED PEPER/PERCA In SeEd 4105 students demonstrate and participate in at least ten different comprehension strategies. Several of these strategies relate to critical thinking, drawing inferences, or synthesizing information. For example, QAR (Question/Answer Relationships) has as part of the strategy to ask think and search questionthese bring together pieces of knowledge from throughout the text (synthesis); the strategy also employs author and me questions that require a synthesis of reader background knowledge and authors stated knowledge of the text. The It Says/I Say strategy that we use in class is designed to help students make inferences and to identify the words or passages of a text that led to the readers conclusions. The Questioning the Author activity engages students in critically thinking about an authors authority, intent, accuracy, and objectivity. It asks specific questions to guide students analysis in these areas and to determine bias. The WebQuest project in SeEd 4115 requires students to synthesize information from multiple sources, to evaluate information, and to evaluate author credibility. The accompanying lesson plan/reflection demonstrates how the preservice teacher will help his or her students to do this same type of critical thinking.

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**3.L.2.h.iv** : - using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA In this course, preservice teachers create a set of sample lessons on embedded skills in other words, skills that seem second nature to experts in the discipline but which may be new or complex for K-12 students. The preservice teachers create at least two lessons that focus on at least two of the tools listed (maps, globes, tables, etc.). The sample lessons must incorporate multiple strategies/ways to teach the skills involved.

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**3.L.2.h.v** : - using other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.

SEED 4105 - READING AND LITERACY IN THE CONTENT AREAS

SEED 4115 - ADVANCED CONTENT READING

PREVIOUSLY APPROVED PEPER/PERCA In SeEd 4105 each preservice teacher evaluates textbooks in his or her subject area. Part of the analysis entails discussing the effectiveness of the textbook aids and ancillaries such as glossaries and appendices. In addition, one of the instructional strategies that are demonstrated for preservice teachers to be able to use in their own classrooms is the textbook field trip or textbook mapping where features such as glossaries, indexes, charts, etc. are identified and explained. Resources such as Using the Dictionary guidelines (from Brozo and Simpson) are also distributed and discussed. Candidates model a textbook field trip for their peers as application.

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**University of Minnesota Morris  
8710.4800 Social Studies - PERCA  
In Progress - 2017**

**Assessment - Admission Criteria**

**Choose all that apply (minimum 3)**

If the box is checked, they must fill in the threshold entry

Name of Criteria	Minimum Threshold
✓ Experience working with children	30.00 hours (.05-999.99)
✓ Post-Secondary credits completed	90.00 credits (.25-99.99)
✓ GPA in content field	2.75 (1.00-4.00)
✓ GPA in entry level professional education coursework	2.75 (1.00-4.00)
ACT	score (01-36)
SAT	score(0001-2400)
GRE	score(0001-1600)
Pass Basic Skills Exam	
Pass Content Area exam	
✓ Professional Recommendation	
✓ Essay or Writing Sample	
✓ Interview	
Bachelor's Degree or higher	

## **Assessment - Candidate Competency**

Providers must report a minimum of 3 signature assessments, distributed across multiple courses and/or experiences that have been identified as a means of tracking candidates' attainment of Minnesota's standards for teacher licensure.

Name of Assessment **Standards of Effective Practice Portfolio**

Within Course Number/Name

*Identify when this occurs in the program.*

The portfolio addresses all ten Standards of Effective Practice and is compiled across multiple courses and experiences. Candidates compose a statement and gather evidence to demonstrate proficiency in their content area as well as gathering evidence and addressing their knowledge in each other standard.

*Identify the MN standards for teacher licensure that are being assessed.*

Standards of Effective Practice (all)

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Name of Assessment **Unit Plan**

Within Course Number/Name SSCE 4121 - METHODS OF TEACHING SOCIAL SCIENCE IN THE MIDDLE AND SECONDARY SCHOOL

*Identify when this occurs in the program.*

Subject-specific methods courses occur in the first semester of a two-semester program, concurrent with field experience courses in teaching and learning strategies (which also requires a unit plan), inclusive schooling, reading, etc. The unit plan requires candidates to plan instruction that integrates a wide variety of content, connects that content to other disciplines, and utilizes appropriate pedagogical strategies and assessment techniques.

*Identify the MN standards for teacher licensure that are being assessed.*

Content Standards and SEPs, particularly Standard 7 on planning, Standard 8 on assessment, Standard 4 on instructional strategies, and Standard 1 on subject matter knowledge.

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Name of Assessment **Analysis of Student Learning**

Within Course Number/Name SEED 4102 - TEACHING AND LEARNING STRATEGIES

*Identify when this occurs in the program.*

The ASL occurs first in SeEd 4102 Teaching and Learning Strategies (first semester of a two-semester program) and recurs later as part of the edTPA in the student teaching experience.

*Identify the MN standards for teacher licensure that are being assessed.*

The ASL requires candidates to plan pre- and post-assessments appropriate to a particular grade level and subject area, use the data to inform instruction, and report the data. As such, the project links most closely to the Standards of Effective Practice, particularly Standard 8 on assessment, Standard 7 on planning, Standard 4 on instructional strategies, Standard 2 on student learning, and Standard 9 on reflection and collaboration.

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Name of Assessment **Cooperating Teacher Evaluation**

Within Course Number/Name SEED 4201/4204 - DIRECTED STUDENT TEACHING IN THE MIDDLE AND SECONDARY SCHOOL OR INTERNATIONAL SCHOOL

Providers must report a minimum of 3 signature assessments, distributed across multiple courses and/or experiences that have been identified as a means of tracking candidates' attainment of Minnesota's standards for teacher licensure.

*Identify when this occurs in the program.*

This evaluation occurs in the final semester of a two semester program, at the conclusion of student teaching.

*Identify the MN standards for teacher licensure that are being assessed.*

Standards of Effective Practice (all)

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Name of Assessment	<b>University Supervisor Evaluation</b>
Within Course Number/Name	SEED 4201/4204 - DIRECTED STUDENT TEACHING IN THE MIDDLE AND SECONDARY SCHOOL OR INTERNATIONAL SCHOOL

*Identify when this occurs in the program.*

This evaluation occurs in the final semester of a two semester program, at the conclusion of student teaching.

*Identify the MN standards for teacher licensure that are being assessed.*

Standards of Effective Practice (all)

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**University of Minnesota Morris  
8710.4800 Social Studies - PERCA  
In Progress - 2017**

**Assessment - Completion Criteria**

**The board of teaching requires completion of the following assessments:**

- Passing scores earned on all teacher licensure exams
- Completion of edTPA

<b>Name of Criteria</b>	<b>Minimum Threshold</b>
Minimum number of credits completed	(1.00-99.99)
✓ Overall Degree GPA	2.50 (1.00-4.00)
✓ GPA in content field	2.75 (1.00-4.00)
✓ GPA in professional education coursework	2.75 (1.00-4.00)
✓ Cooperating Teacher Recommendation	
✓ Faculty Supervisor Evaluation	
✓ Portfolio	
Interview	
✓ Documentation of Dispositions/ Knowledge of Teacher Code of Ethics	



## Testing

Code	Assessment Name	Cohort Year	Candidates	#Pass	%Pass
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## Program Narrative

1. Provide a summary of findings based on responses to locally determined surveys, aligned to the SEPs, completed by graduates of this program after one year of teaching experience. Analysis must include program strengths, areas for improvement, and specific response rates, including plans to improve rates.

In the 2014 and 2015 cohorts the Social Studies (5-12) program had 12 completers (6 in 2014 and 6 in 2015). Graduates choose whether to identify themselves on the surveys and in the past we have not tracked surveys by program (largely due to the small number of candidates in each program, which makes individuals identifiable). In addition, candidates in this program take all of their coursework save one course with all other 5-12, 9-12, and K-12 licensure area candidates so feedback about the program applies to the secondary education program generally. Therefore, this section primarily will address results for Secondary Education programs as a whole over two years (n=32). 13 of 18 surveys were returned for the 2014 graduates and 11 of 14 for 2015 (response rates of 72% and 79%). Response rates are high, likely as a result of increased efforts to track alumni through MDE sources, social media, alumni services, and professional organizations. We also began using electronic surveys to expand our reach. We will continue to use these methods to build our response rates even further. The survey contains 25 items, aligned to the Standards of Effective Practice. The survey contains 3 items related to subject matter (Standard 1), 5 items related to assessment and student learning (Standards 2 and 8), 4 items related to diverse learners (Standard 3), 5 items related to planning and instructional strategies (Standards 4 & 7), 3 items related to managing the learning environment (Standard 5), and 5 items related to reflection, collaboration, and relationships (Standards 9 & 10). Candidates responded on a four-point Likert scale, indicating whether they were: very prepared (4), generally prepared (3), somewhat prepared (2), or unprepared (1). For the 2014 cohort, scores for individual items ranged from 2.77 to 3.77, indicating that, overall, graduates felt prepared for their teaching positions. Only 1 of 25 items received a score of less than 3: apply the principles of effective classroom management. For the 2015 cohort, scores ranged from 3.1 to 3.7. The two items receiving the lowest scores were use information about students cultures, languages, religions, and other characteristics as the basis for connecting instruction to students experiences & apply the principles of effective classroom management. A score of 3 is prepared so we interpret the results to mean that our candidates feel very well-prepared to enter their teaching careers. The lowest item (2.77 and 3.1 scores) displays a two-year trend that tells us that comparative to other teaching areas our candidates felt less well-prepared in classroom management practices. Areas of strength (as indicated by high scores on the surveys) included integrating major concepts and processes of inquiry into instruction (3.54, 2014), engaging in self-assessment and reflection to promote continual learning (3.77, 2014), implementing learning experiences that are relevant and based on principles of effective instruction (3.7, 2015), designing teaching strategies to engage students in active learning and meet student needs (3.7, 2015), using classroom observation and info about students to evaluate teaching & learning (3.7, 2015), and using professional literature & colleagues & other resources to support development (3.7, 2015). Highest score items did not reveal a trend by overlapping. We interpret the results to mean that candidates feel well prepared in their subject areas, teaching strategies and in the reflection necessary to be life-long learners and career teachers.

Previous Report: UMM teacher education programs survey graduates near the end of their first year teaching. Four years worth of data were available for analysis (2009-2010 cohort, 2010-2011, 2011-2012, and 2012-2013). For those four cohorts, 51 surveys were sent and 19 returned, for a response rate of 37%. No surveys from the 2011-2012 cohort were returned, so all data analysis is for the other cohort years. The survey contains 25 items, aligned to the Standards of Effective Practice. Candidates responded on a four-point Likert scale, indicating whether they were very prepared (4), generally prepared (3), somewhat prepared (2), or unprepared (1). Scores for individual items ranged from 2.66 to 3.36, indicating that, overall, graduates felt prepared for their teaching positions. Eight items from the survey were rated at 3.2 or higher. These included the following: Assess individual and group performance and design developmentally appropriate instruction Link new ideas to already familiar ideas, make connections to students experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials Develop a learning community in which individual differences are respected Create short-range and long-term plans that are linked to students needs and performance and to Minnesota's academic standards Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction Design teaching strategies and materials to achieve different instructional purposes, to engage students in active learning, and to meet students needs Enhance learning through the use of a wide variety of materials and human and technological resources Engage in reflection and self-assessment to promote continual learning Most of the highly rated items were in the cluster of survey questions centered on planning and instructional strategies, indicating that candidates feel well prepared in the instructional cycle. Additional highly rated items were in the assessment cluster which demonstrates that this phase of instruction

is also familiar to candidates. Graduates rated 9 items on the survey at lower than 3.0, with the lowest item at 2.66. These scores place the candidates closer to the generally prepared category than the somewhat prepared class, but the lower scores demonstrate that candidates felt they would have benefited from additional preparation in the following areas: Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness. Develop and use curricula that encourage students to see, question, and interpret ideas from diverse perspectives. Use information about students cultures, languages, religions, and other characteristics as the basis for connecting instruction to students experiences. Use teaching approaches that are sensitive to the multiple experiences of learners. Apply the principles of effective classroom management. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable learning opportunities. Use professional literature, colleagues, and other resources to support your development as a learner and a teacher. Consult with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies to link the learners other environments. Establish productive relationships with parents and guardians in support of student learning and well-being. The surveys indicate that candidates felt less prepared in curriculum, classroom management, and connecting with parents and other community members. These are trends reflected in other data such as cooperating teacher evaluations of student teaching. These areas form the foundation for several of the programs goal areas mentioned in other parts of this PERCA report. Additionally, we seek to improve the response rate of our graduates in order to obtain more data, which might prove more reliable and provide better guidance in program improvement efforts. We speculate that since Secondary Education is not the graduates major and is a short but intensive one-year program that candidates feel less affiliation with their programs and are less likely to participate. UMM also began sending surveys electronically, which we feel may have affected the response rate. Our goals are to track our graduates more closely, connect with them via social media and other tools, and to send surveys in both hard copy and electronic form.

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*2. Provide a summary of findings based on responses to locally determined surveys, aligned to the SEPs, school administrators employing program completers at the end of their first year of classroom teaching. Analysis must include program strengths, areas for improvement, and specific response rates, including plans to improve rates.*

**In the 2014 and 2015 cohorts, the Social Studies (5-12) program had 12 completers (6 in 2014 and 6 in 2015); in the past we have not tracked surveys by program (largely due to the small number of candidates in each program, which makes individuals identifiable). In addition, candidates in this program take all of their coursework save one course with all other 5-12, 9-12, and K-12 licensure area candidates so feedback about the program applies to the secondary education program generally. Therefore, this section primarily will address results for Secondary Education programs as a whole over two years (n=32). 8 of 13 surveys were returned for the 2014 graduates and 7 of 10 for 2015 (response rates of 62% and 70%). We hope to increase response rates by studying when would be the best times to send reminders and how many reminders to send. The survey contains 13 items, aligned to the Standards of Effective Practice (at least one item for each standard; multiple items for standards 9 and 10 related to communicating with families, colleagues, and students). Employers responded on a four-point Likert scale, indicating whether graduates were: well prepared (4), generally prepared (3), somewhat prepared (2), or unprepared (1). All 13 items were rated at 3.00 or above for both cohort years, indicating that employers feel our graduates are very well prepared. For the 2015 cohort scores for all 13 items were above 3.5. The lowest items for the 2014 cohort were assessment (3.0), management/discipline (3.0), and meeting individual needs of students (3.0). The lowest item for the 2015 cohort was communicating with parents (3.29). With no overlap of the lowest scored items it is difficult to perceive a trend, but it appears that for the 2014 cohort at least employers agree that candidates were comparatively less well prepared in management and discipline, mirroring graduates views (as stated above). The highest rated items for 2014 were knowledge of subject matter (3.88), communication with colleagues (3.63) & professional responsibility (3.63). The highest rated items for 2015 were use of teaching strategies (4.0) & communication with colleagues (4.0). The one overlapping area is communication with colleagues, indicating that graduates strength in this area is ongoing.**

Previous Report: UMM teacher education programs survey employers of graduates near the end of the graduates first year of teaching. Four years worth of data were available for analysis (2009-2010 cohort, 2010-2011, 2011-2012, and 2012-2013). For those four cohorts, 25 surveys were sent and 12 returned, for a response rate of 48%. The survey contains 10 items or categories, aligned to subsets of the Standards of Effective Practice. Employers responded on a four-point Likert scale, indicating whether the new teachers were very prepared (4), generally prepared (3), somewhat prepared (2), or unprepared (1). Scores for individual items ranged from 3.41 to 4.0, indicating that, overall, employers felt that our graduates were very well prepared for their teaching positions. The four highest-rated items and their scores are listed below: Knowledge of subject matter (4.0) Use of technology (3.83) Meeting individual needs of students (3.83) Professional responsibility (3.83) We interpret these results to mean that employers are pleased with our graduates knowledge of subject matter and their dedication to professional learning and growth, which allows them to keep up with technology use in the classroom and embrace new ways to support student learning. Though all scores were high, comparatively speaking the following items were ranked lower: Use of

teaching strategies (3.5) Assessment and grading (3.5) Management and discipline (3.42) Again, these scores indicate a high level of preparedness in these areas but they are slightly lower than other items on the survey. We have already embraced the goals of increasing our attention to candidate understanding of assessment and supporting learning about classroom management, as discussed elsewhere in this PERCA report. The findings from this survey support the importance of those program improvement goals.

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*3. Describe the ways in which aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, performance assessments, and others required by the unit and/or program. Identify program strengths and areas for improvement based on the program-specific internal and external assessments. (Note: Make sure to include specific aggregated data points to illustrate and explain identified program strengths and areas of improvement.)*

The analysis of data for the Social Studies program is conducted both within the overall assessment of data for the unit (all programs), the secondary education license program (of which this program is a part), and the program itself. As data is collected, it is aggregated for the unit and disaggregated by elementary (K-6 license) and secondary (5-8 general science, K-12, 9-12, and 5-12 licenses) cohorts. The secondary cohort programs share many of the teacher preparation courses and analyzing them together has allowed valuable reflection leading to program improvement. It is also disaggregated by program for very ethical and careful analysis and discussion. At our small institution, the full-time tenure-track faculty comprise an assessment committee of the whole who regularly analyze assessment unit and program data as a group. We hold data analysis retreats each fall. These day-long events engage faculty in examining data from key assessments such as candidate surveys, employer surveys, MTLE data, edTPA data, and other program assessment data (such as cooperating teacher and university supervisor evaluations). This committee also meets and discusses assessment data at shorter, targeted meetings several times throughout the academic year. The elementary education and secondary education program coordinators take leadership roles in sharing program data with other constituents as needed. This includes dissemination and discussion of data with elementary education faculty, secondary education faculty, methods instructors (who also provide data on candidate performance on lesson and unit planning within their courses), and with University license content liaisons (eg French faculty member). School partners also examine the data during Teacher Education Advisory Committee meetings which occur several times every year. An office staff member uses Results Analyzer to regularly monitor MTLE data for all required tests. The secondary education discipline coordinator and division chair are apprised of the data which is shared with secondary education faculty as decisions are made regarding candidate progression through the program. For this program, the following data is collected, analyzed, and used for program improvement: MTLE content exams, unit plans created in SScE 4121 Methods of Teaching Social Studies in the Middle and Secondary School, summative evaluations by cooperating teachers (CTs), and summative evaluations by university supervisors (USs). Additionally, competence as measured by GPA is required for program admission and is monitored throughout the program. In the 2015 and 2016 cohorts, there were a total of 9 Social Studies candidates (2015 n=6; 2016 n=3). Prior to 2016 we had not gathered program-specific data, due to our small numbers; rather data is aggregated as Elementary Education or Secondary Education data. Data for MTLE exams and edTPA is available disaggregated by program, and this data is summarized and used for program-specific commentary. For 2015 and 2016 graduates in Social Studies, MTLE exams in content and pedagogy as well as basic skills had 100% pass rates. The edTPA produced some variation as 5 of 6 candidates in 2015 reached cut scores on all tasks. One candidate failed to reach the cut score on Tasks 1 and 2. The 2016 candidates achieved cut scores in all tasks. The candidates had higher scores in Task 3 suggesting that the program is stronger in discussing assessment and feedback. With a small number it is difficult to draw conclusions, but the results also suggest that Tasks 1 & 2 have been more difficult for candidates to navigate. A program goal is to assist candidates in discussions with mentor teachers, to discuss edTPA more fully with mentor teachers, and to continue our coaching model. We recently modified our approach to the edTPA, utilizing more individual and group ethical coaching and overall scores for Secondary Ed have increased. There were only three Social Studies candidates in 2015-2016, so it is hard to tell if the changes impacted program-specific scores or not more data is required. However, in Secondary programs overall, performance dramatically improved, with all 2015-2016 candidates reaching the cut scores. Candidates are rated by US & CT on 37 items. Candidates meet standards with a rating of 2 (basic, meeting standards); our goal is for all candidates to reach a rating of 3 (proficient, sometimes exceeding standards) in all areas. CT & US ratings for 2015 Social Studies candidates both scored candidates highly for two items: demonstrates flexibility in planning and teaching and uses multiple teaching strategies to meet various student needs. These suggest areas of strength for the program. CT & US ratings for 2015 Social Studies candidates both scored candidates comparatively lower for two items: develops lessons with an awareness of student background and community culture and tailors lessons to meet the diverse needs of the students. This suggests that this may be an area of weakness. Therefore, our goals are to emphasize strategies and opportunities for getting to know students and their culture and background and discover methods for incorporating the students backgrounds into the curriculum. CT & US ratings for 2016 Social Studies candidates do not overlap as they did in 2015. In 2016, CT ratings for Social Studies candidates were high in connecting disciplinary knowledge to other subject areas and everyday life and develops a variety of clear, accurate presentations and representations of concepts. US ratings for 2016 Social Studies candidates, however, were high in shows interest in and active awareness of the community, creates a positive classroom environment that promotes student collaboration, and applies an understanding of

the social, ethical, legal, and human issues surrounding the use of information and technology. It is difficult to draw conclusions since strengths are not similar. In 2016, CT ratings for Social Studies candidates were comparatively lower in demonstrates flexibility in planning and teaching and creates a positive classroom learning environment that promotes student collaboration. These scores were around 2.7, indicating a good level of proficiency but are weaker compared to other items. US ratings for Social Studies candidates were low in uses multiple teaching strategies to meet various student needs and demonstrates an awareness of effective use of class time (scores of 2.0). While these low ratings are not in the same subsets, they are in the same standards of instructional strategies and learning environment. This suggests that these may be areas of weakness in flexible planning, meeting student needs and using class time effectively. Therefore our goals are to reinforce and emphasize the importance of planning AND flexibility in planning to meet student needs and use class time effectively. Key assessments in Social Studies include the university supervisor and cooperating teacher evaluations of student teaching (discussed above) as well as unit planning activities. Formal program-specific data has not been collected related to the unit plan projects, but this project takes place in the subject-specific methods course and candidates must pass every element of the course in order to pass the course and proceed to student teaching. Additionally, methods courses typically have fewer than 10 candidates, so methods instructors are very familiar with candidate proficiencies and whether candidates should continue in their programs. All Social Studies candidates for 2013-2015 received adequately high scores in assessments to continue in the program and the course instructor identified no concerns.

Previous Report: As a small program, the full-time tenure-track faculty comprise an assessment committee of the whole. In other words, we regularly analyze assessment data as a group. We do this in multiple ways. Some data is analyzed on an ongoing basis. The discipline coordinators examine MTLE data as candidates complete licensure tests in basic skills, pedagogy, and content. Coordinators monitor candidate progress, work with office staff on using the Results Analyzer to determine if trends exist which provide insights regarding barriers to success, and communicate with other program faculty to determine how to support candidates and/or modify programs. Course instructors identify trends in course assessments (such as unit plan assignments and candidate portfolios) and communicate with discipline coordinators and with the teacher education faculty team through discipline meetings and individual communication. The team discusses whether or not the data warrant modifications to programs or individual courses or whether interventions with individual candidates should take place. School partners also examine the data during Teacher Education Advisory Committee meetings which occur several times every year. In addition to discussing the data in weekly teacher education meetings, we also hold data analysis retreats each fall. These day-long events engage faculty in examining data from key assessments such as candidate surveys, employer surveys, MTLE data, edTPA data, and other program assessment data (such as cooperating teacher and university supervisor evaluations). Due to the small numbers of candidates in our programs, the data is examined as an aggregated whole and is also disaggregated by Elementary Education and Secondary Education programs. The data is usually not disaggregated by endorsement area or secondary content area. After examining the data for the years 2009-2013 at the latest assessment and data retreat, the faculty found several program strengths. These include a remarkable consistency in candidate performance. All programs displayed high pass rates on MTLE exams, acceptable to high scores on the edTPA, and strong evaluations by cooperating teachers and university supervisors. A few areas of potential program improvement were also identified. The student teaching summative evaluation data showed that cooperating teachers rate candidates lower in the area of learning environment than do university supervisors. The faculty are investigating the source of that discrepancy. What are the cooperating teachers seeing that we are not? A goal of addressing this area during mid-term triad meetings was set. Additional feedback from cooperating teachers may help determine how to proceed. Also, the MTLE content exams in foreign language (Spanish, in particular) continue to be an issue, with lower pass rates than other exams. The subtests dealing with productive skills seem to be the ones causing the most trouble for candidates. Several possibilities to address this were discussed, such as working with the Spanish program to modify courses and/or requiring candidates to apply for endorsement internally and demonstrate mastery (via MTLE or other mechanism) prior to placing candidates for student teaching. We have already cooperated with the Spanish discipline in raising the number of required courses in this specialty area.

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4. *Identify the constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content area, faculty with content expertise, and unit faculty that collaborate with program faculty in the regular and systematic evaluation of this program. Provide a description of their role, their evaluation process, and a summary of the most recent feedback provided on this program.*

To answer this question fully, it is important to explain that the teacher preparation programs are fully integrated into the campus system of curricular oversight and governance. All licensure programs are reviewed and approved at several levels of campus governance. Program changes come before the campus curriculum committee after receiving discipline and division approval. The Curriculum Committee (led by the vice chancellor for academic affairs and including in its membership all four division chairs, faculty members from every division, staff members and students) discusses, determines, and/or recommends to the campus assembly policies regarding all aspects of the curriculum at UMM. The elementary education major and all licensure

programs are approved by the curriculum committee and the campus. In addition, elementary and secondary education programs must complete a program review that is reviewed by the division chairs and presented to the full curriculum committee for recommendations and/or approval. The assessment committee is another venue that allows opportunity for colleagues to gain understanding and work to improve preparation of educators. The UMM TEP provides reports to the assessment committee as required. In addition, the UMM teacher education program consults regularly with five constituent groups for program review, feedback, and improvement based on data. First, the Teacher Education Advisory Committee (TEdAC) is comprised of teacher education faculty (6), principals from partner schools (5), superintendents of partner districts (3), and PK-12 teachers from partner districts (10). This committee meets 2-4 times per year as it pursues two general goals: improvement of teacher education programs and partnerships between UMM and area schools. The group examines program data as part of the teacher education program improvement conversation. Several teachers on the committee serve dual roles as cooperating teachers who mentor preservice teachers and as committee members who shape the programs; also, several committee members are area teachers who teach one course per year (secondary methods) as adjunct faculty. Due to turnover of both administrators and teachers, the group will undergo radical revision in the next two years. Second, cooperating teachers monitor and are asked to evaluate the teacher education programs. Field supervision at UMM is done by tenure-track faculty and a smaller number of highly trained adjunct faculty. Each supervisor regularly consults with cooperating teachers in various field experiences to determine what, if any, weaknesses or deficiencies they are seeing in candidate preparation and in programs (taking into account the developmental level of the candidates). Through this consultation, we receive information about trends related to our programs and take action on this information. Because the faculty supervisors are also members of the teacher education discipline (and therefore its assessment committee) as well as the advisory committee, information flows freely from the field to the teacher education unit and modifications are made. Third are the methods instructors who teach the middle and secondary content area methods courses. These instructors are informed of key assessment results and provide program feedback. Fourth, content faculty at UMM also assess and inform the teacher education programs. In 2015-2016 a corps of permanent and stable Education Liaisons was created, with a content faculty member from each discipline that provides licensure courses serving as the liaison. The liaisons assist in mapping standards, advising, and offering feedback on programs. Typically, their input influences the content area courses more than the teacher education courses. They have also have suggested procedural changes such as timing or format for content-based recommendations for admission, student teaching, and licensing. Teacher education faculty have consulted liaisons through email & interpersonal conversation to request feedback. For the Social Studies program, the most recent feedback and suggestions were not related to the program but to the state standards. Faculty in the academic disciplines have stated that the statements are too numerous and are overly specific and prescriptive, which makes them difficult to meet even though candidates take around 15 courses in the social studies disciplines. Fifth and finally, candidates participate in evaluating teacher education programs. While in the program, current candidates provide course, instructor, and field supervision evaluations. During the capstone course at the end of the program candidates complete an exit survey which has been crafted to ask questions related to program goals for improvement as well as Standards of Effective Practice. Former candidates evaluate the program(s) through a survey of graduates administered toward the end of their first year teaching. Candidates have not offered any Social Studies-specific comments.

Previous Report: The UMM teacher education program consults regularly with several constituent groups. The Teacher Education Program Advisory Committee is comprised of teacher education faculty (6), principals from partner schools (5), superintendents of partner districts (3), and PK-12 teachers from partner districts (10). This committee meets 2-4 times per year as it pursues two general goals: Improvement of teacher education programs and partnerships between UMM and area schools. The group also examines program data as part of the teacher education program improvement conversation. Several teachers on the committee serve dual roles as cooperating teachers who mentor preservice teachers and as committee members who shape the programs; also, several committee members are area teachers who teach one course per year (secondary methods) as adjunct faculty. Two additional groups are systematically (though less formally) involved in monitoring and evaluating the teacher education programs: cooperating teachers and content faculty at UMM. Field supervision at UMM is done by tenure-track faculty and a smaller number of highly trained adjunct faculty. Each supervisor regularly consults with cooperating teachers in various field experiences to determine what, if any, weaknesses or deficiencies they are seeing in candidate preparation and in programs (taking into account the developmental level of the candidates). Through this consultation, we receive information about trends related to our programs and take action on this information. For example, several years ago more than one cooperating teacher was reporting that more than one candidate in K-12 Music seemed to be underprepared in instrumental methods. This information led to revisions in instrumental techniques classes at the university and also to an emphasis on this area in the methods course. As another example, as a result of cooperating teacher feedback, the structure of the intensive practicum experience for Secondary Education was modified. Because the faculty supervisors are also members of the teacher education discipline (and therefore its assessment committee) as well as the advisory committee, information flows freely from the field to the teacher education unit and modifications are made. Content faculty at UMM also influence the teacher education programs. Typically, their input influences the content area courses more than the teacher education courses. Each discipline involved in licensure programs has a liaison to the teacher education programs. In some disciplines this is the discipline coordinator, a position which rotates

among faculty. In other disciplines, one or two people serve as permanent liaisons (this is the case in Chemistry, Mathematics, English, and Communication, Media and Rhetoric as well as Social Studies and Spanish). In Mathematics, for example, the content faculty has ensured that coursework meets the standards for Minnesota teachers and has revised courses within the program to better address these standards. The content faculty has also consulted in how to support candidates in passing their MTLE Math Basic Skills exams and has served as advisor to majors in mathematics who seek education licensure. Finally, candidates and former candidates participate in evaluating teacher education programs. While in the program, current candidates provide course, instructor, and field supervision evaluations. During the capstone course at the end of the program candidates complete an exit survey which has been crafted to ask questions related to program goals for improvement as well as Standards of Effective Practice. Former candidates evaluate the program(s) through a survey of graduates administered toward the end of their first year teaching.

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*5. Provide a summary of progress made toward the goals and plans reported in the previous PERCA cycle. If the program has an approval status of Approved with a Continuous Improvement Focus established by the board, the summary must additionally and explicitly address progress within the identified area(s). (Note: Use data to support stated progress on goals identified in question six from the previous PERCA report.)*

**Previous goals included having more systematic contact for subject-specific methods instructors in order to provide more program coherence and to fine-tune our edTPA coaching to more fully utilize the language of the edTPA and help candidates become familiar with the tasks. In particular, candidates seemed to need assistance with Task 2 which seemed to receive the lowest scores from Pearson. To address the goal of coherence within program, we have implemented regular meetings with subject-specific methods faculty. In addition, we have created a Moodle course site for methods resources and to facilitate discussion among methods instructors. Methods instructors continue to utilize the SeEd discipline coordinator as a sounding board and this allows for greater communication between program components. Related to edTPA goals, we have now fully implemented additional edTPA-focused work sessions in order to help candidates navigate the tasks. We continued our full-day edTPA training and created a new supplementary overview session. In the previous cycle, Task 2 was cited as problematic (72% pass rate for Secondary Education program-specific data had not been collected). This continued to be a challenging task for the 2015 cohort the pass rate for Secondary Education dropped to 59%-- but we have seen growth in reversing this trend in the 2016 cohort where all but one candidate reached the cut scores (and that one missed a cut score by .5 points). General methods courses increased their emphasis on assessment and feedback while subject specific methods is working on increasing attention to planning. Overview sessions encouraged candidates in the 2016 cohort to read Task 2 prompts and rubrics more carefully. In the previous review we expressed a goal of monitoring our MTLE scores to determine if there were trends in terms of weaknesses to work on. 100% pass rates indicate that subject and pedagogy preparation, generally, are effective. We will continue to monitor progress. Finally, we had a logistical goal of learning and using the Tk20 electronic assessment and management system. We have made progress on this goal as we have just recently begun using Tk20 for field assessment evaluations by both cooperating teachers and university supervisors.**

Previous Report: The Secondary Education program has made progress toward goals since the last PEPER review. The SeEd 4104 Teaching Diverse Learners class was revised to include increased attention to academic and social language and working with English Language Learners. In addition, as a result of the addition of more standards in content reading, SeEd 4115 Advanced Content Reading was developed. This course focuses almost completely on the specific standards included in the content areas and on helping candidates develop knowledge about academic language. Candidates learn how to plan and implement instruction that develops student vocabulary, discourse, syntax, and other aspects of academic language. The previous PEPER review did not reveal specific weaknesses in standards. The Social Studies program requires candidates to complete a breadth of courses in the various social science disciplines. In addition, candidates complete an area of specialization, which is equivalent to a minor. In this way, candidates acquire a breadth and depth of knowledge and skills. Most candidates expand their areas of specialization into a full major. Because this program is one of the lowest-need subject areas in Minnesota (and yet continues to be popular with candidates) one of our goals has become finding ways for our candidates to set themselves apart from others in the job market. We seek ways for our candidates to be unique or have acquired specialized knowledge or skills. One of the ways that we are doing this is by emphasizing and encouraging study abroad and participation in the Global Student Teaching program. We also have been encouraging candidates to become involved in activities such as the Jane Addams Project which trains university students in ESL and engages them as community educators.

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*6. Based on the data and feedback reported in questions 1-5 identify the program specific goals for the next two years. (Note: Make sure to clearly articulate new and/or continuing improvement goals.)*

Data from the MTLEs suggest that candidates in this program are doing well. High exam pass rates and evaluations indicate good grasp of subject matter and point to strong abilities in reflecting on practice. Goals for maintaining program strength and for improvement of program in the next two years are as follows:

1. **INCREASE EDTPA PROFICIENCY** \*\*Explore and use edTPA resources such as documents on unpacking the rubrics to assist candidates in more fully understanding the edTPA \*\*Lead candidates in analyzing Task 2 prompts and rubrics for edTPA. We suspect that when candidates plan their teaching segment they do not look at Task 2 prompts which dictate what type of instruction should be occurring in the segment and thus they have difficulty then speaking to these prompts. \*\*Examine (and lead candidates to examine) the subject-specific pedagogy rubric in Task 2 of edTPA specifically, as scores on this rubric are consistently low. Program-specific data suggests for these 9 students that they are proficient in Tasks 3 Assessment and feedback to students. These candidates scored the lowest in Task 2 specifically subject-specific pedagogy and deepening student learning. \*\*Modify course materials in SeEd 4102 Teaching and Learning Strategies to utilize the vocabulary of the edTPA
2. **EXPLORE POSSIBLE CURRICULAR CHANGE** \*\*Content area faculty are considering adding additional course requirements in order to cover standards but are hesitant to do so due to already rigorous requirements. Adding courses may present barriers to recruiting teachers into the profession. If material is added it will be in the area of world politics.
3. **EMPHASIZE INTERDISCIPLINARY CONNECTION** \*\*Due to findings on graduate surveys and CT/US evaluations, we are considering ways to emphasize how disciplines and disciplinary knowledge relate to each other in methods courses & in content reading courses. For example, we will discuss whether this should be an explicitly scored section of the unit plan project.
4. **EMPHASIZE STUDENT CULTURE** \*\*We also aim to focus more explicitly on not only getting to know students backgrounds and the community culture but using this knowledge in curriculum planning. Currently candidates complete assignments related to their field contexts but these are isolated from planning projects. We will consider alterations to planning and assessment projects.
5. **COLLECT UNIT PLAN ASSIGNMENT DATA** \*\*Currently, due to such constraints as small program numbers and subject methods instructors being full time teachers who are not fully integrated into campus systems, we do not collect subject-specific data on some assessments such as the unit plan. We will consider the desirability and feasibility of collecting such data and explore a system for doing this.

Previous Report: Candidate surveys at the end of the program showed they felt there was at times a lack of coherence among program faculty. This was felt strongest by the Secondary Education (SeEd) candidates in their subject-specific methods courses. As a result, the SeEd coordinator organized a meeting with all subject-specific methods instructors (adjunct faculty who teach only one course per year). The group discussed program improvement ideas, course expectations, how courses connect to other program elements, standards for candidates, and Minnesota K-12 content standards. Building a systematic approach, the coordinator also communicated with instructors more regularly via telephone & email & has organized training sessions. While internal scoring of edTPA tasks often aligned with Pearson scores, internal scores were often higher than Pearson scores. In both Elementary Education (EEd) & SeEd programs, Task 2: Instrn& Engaging Students in Learning was scored the lowest by Pearson (88% pass rate for EEd & 72% pass rate for SeEd). The table below shows the data. (TABLE WOULD NOT PASTE INTO FORM) We were surprised that Task 2 seemed to be the most off track since we have integrated videorecording & teaching analysis activities into our program & courses. We will examine prompts & rubrics more closely to determine whether our own video analysis activities should be modified. We continue to monitor data &, if internal score data do not align with Pearson scores, to address this by doing finer analysis of rubrics across tasks, asking more faculty to become calibrated, or engaging in other activities. We have already begun achieving a goal of having regular internal reliability sessions where sample edTPA tasks are scored & our assessment of the tasks aligned. An additional goal related to the edTPA is to develop questions & comments that adhere to the guidelines published by SCALE & the edTPA Steering Committee which will help guide candidates & provide feedback in for their edTPA commentaries & tasks. Finally, the faculty established a goal of providing an edTPA work day for the cohort of candidates. The work day will be held for the first time in 2015, with the goal of providing ethical support to candidates in understanding the tasks & providing a structure of accountability & timeliness. We continue the edTPA training workshop for candidates & faculty that was initiated for in 2013. Another data source is summative evaluations of candidate performance by cooperating teachers (CTs) & university supervisors. This data did not reveal significant trends. In 2013-14 university supervisors generally rated candidates more highly than CTs but in 2012-13 the trend was reversed. There is no definitive pattern of one group rating candidates higher or lower than the other. Generally, SeEd candidates did not score as highly in assessment as in other areas in 2013-14; this finding aligned with course instructor perceptions. Therefore, we set a new goal to modify SeEd 4102 Tchng & Lrng Strat to include a greater emphasis on assessment techniques & data analysis. CTs in all programs generally rated candidates lower in the area of learning environment; program faculty noted this & established a goal of finding more information through triad meetings & ensuring that this area is explicitly addressed in field supervision conferences, seminars & other activities. UMM teacher ed programs generally have very high pass rates for MTLE exams. The few candidates who struggle with the Basic Skills MTLEs often have difficulty with the Math or Writing sections. We added study materials to our web site & began more systematic advising about these exams. Anecdotal reports show that candidates have performed better on the MTLEs when counseled that these are difficult exams for which candidates should study & prepare. The new BOT policy to accept ACT+Writing scores as an



option for meeting basic skills requirements will enhance UMMs pass rates further. The data in EPPAS for 2012 MTLE tests indicate that 21 of 30 subtests had pass rates of 100%. This data shows that the following exams had a pass rate of less than 100%: Elementary Content Subtest 3 (87%) science/social studies Elementary Content Subtest 2 (96%) math/health/fine arts Social Studies 5-12 Subtest 2 (75%) geography/government/econ/behavioral sci Middle Level Math Subtest 1& 2 (0%) Middle Level Science Subtest 2 (0%) life sci/physical sci Spanish Subtest 1 (50%) listening/reading/language acquisition & structures/culture Spanish Subtest 2 (0%) writing & speaking (productive skills) Visual Arts Subtest 1 (0%) aesthetic foundations & critical analysis/materials & processes Trends in the programs are difficult to track due to small numbers. While pedagogy tests & elementary content exams have the highest numbers, other exams have an n of 0-9 candidates, with most having 1-3 candidates. Thus, test data alone cannot inform improvement plans. Our goal is to monitor tests to determine if there are long-term trends. If, for example, each year candidates fail to pass all parts of the Spanish exam, even if there are small numbers this would be a significant trend to examine. Based on the small subset above, it appears that the productive skills of writing & speaking are causing the most difficulty for candidates in Spanish. The Spanish program has added three courses to its requirements; we will monitor its impact on candidate productive skills & subject matter knowledge (& MTLE pass rates). We will monitor the middle level math endorsement to determine if the pass rate is due to idiosyncrasies of the one student for whom we have data or if this is a trend. Though pass rates for Elementary Education content are quite high, the lowest of these is for subtest 3 which has science & social studies content. The faculty will monitor & discuss actions, should they become necessary (such as modifications to methods courses, augmenting content course requirements, & changing policies). Faculty have already begun to address this issue by designing a recommended reading list in science & social studies that candidates can use to enhance content knowledge. Candidate disposition data was examined for the purposes of goal-setting. Data from Intro to Ed & Student Teaching were examined to determine what trends exist. Generally candidates were rated highly in professional skills & dispositions. Two areas slightly lower than others are candidates ability to work with Special Education professionals & working with parents. Candidates do not always have opportunities in their settings to do these things, but we have set these as goal areas. We will encourage CTs to include candidates in these areas. We will add requirements to field experiences that document candidate experience & reflection. For example, we will require candidates to participate in parent communication & to journal about this experience in student teaching. Other goals have been set which are not strictly related to the data. The UMM teacher ed program continues to find ways to enhance candidate understanding of state & national standards, including the Common Core & how MN standards are related. We continue to focus coursework & planning activities on aligning & correlating lesson/unit objectives & assessments. We are shifting to an Understanding by Design framework which begins in Intro to Ed & continues throughout programs. Finally, an additional goal is to provide more support to CTs; we seek to communicate with them more frequently, supporting them in giving feedback to candidates & better understanding their vital role in the student teaching experience. We are also modifying the field experience evaluations to be more user-friendly & clear. This includes a transition to an electronic process through the recently-purchased Tk20. In the next 2 years we will learn to use the many features of this robust system to enhance program efficiency, commun

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**University of Minnesota Morris  
8710.4800 Social Studies - PERCA  
In Progress - 2017**

**Program Attachments**

**Attachments to this application:**

<b>Document Type</b>	<b>Req/Opt</b>	<b>Upload Filename</b>	<b>Load Date</b>
Additional Information	Opt		
Additional Information	Opt		
Board Memos	Opt		
Faculty Qualification	Opt	Faculty Qualifications Workbook_2016 (1).xlsx	2016/09/30 3:00:52PM
Fiscal Attestation	Req	Fiscal Attestation UMM Signed.pdf	2016/09/30 3:00:45PM
Program Development and Capacity	Req	Program Development Personnel 2016 (1).docx	2016/09/30 3:00:38PM
Reviewer Assessment	Opt		

Please log on and go to the Course List page to access syllabus attachments.

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**Validate and Submit**

**Attestations**

Unit Leader:

The content of this application has been review and is accurate. No

Faculty qualifications have been met. Not fully met - see explanation below