ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DIVISION OF SOCIAL SCIENCES

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
DELTA STATE UNIVERSITY: ANNUAL REPORT

I. Unit Title: Division of Social Sciences  
   School: Arts & Sciences

   Unit Administrator: Albert B. Nylander, III

II. Data and information for division:

   The Division of Social Sciences aims at a broad development of the individual. Its goal is to present the main approaches to understanding our world and maintain a student-centered environment. In the process, faculty in the Division seek to develop certain skills and enduring habits of mind--intellectual curiosity, critical thinking, tolerance of and openness to different views and values, and the ability to communicate one's thoughts orally and in writing. In short, this philosophy of learning should enable students to embark on a lifetime of learning and to adapt to a rapidly changing world. It is also the mission of the Division to serve the Delta by developing programs of study that match the cultural needs of the region and state.

I. Programs in the Division of Social Sciences:
   
   - Bachelor of Arts in Political Science
   - Bachelor of Science in Social Sciences
   - Bachelor of Science in Social Science Education
   - Bachelor of Science in Criminal Justice
   - Master of Science in Community Development
   - Master of Science in Criminal Justice
   - Master of Science in Social Science Education

Bachelor of Arts in Political Science

I. Introduction

The following offers an analysis of the key subjects of political science study, the context for undergraduate study, and the goals of the political science program.

II. The Discipline of Political Science
Political science concerns itself with the ethos and praxis of citizenship, the character of political community, the concept of power, the nature of political institutions and their appropriateness, and the concept of law and how it is derived.

III. Goals and Objectives

Pursuing excellence in the Political Science curriculum at Delta State means combining the traditional liberal arts with the behavioral and analytic approaches that have developed in the discipline over the last fifty years. Given this combination, what kinds of competencies can be expected from students who earn a degree in Political Science at Delta State? Our best response is to identify issues that can be asked about politics in an historical and analytic manner. Hence, the goal of the political science program is to produce students who can intelligently and critically discuss at least the following ten issues by the time they graduate:

1. the primary questions about politics that emerged in Greece and Rome;
2. the sources that discuss these questions and how they frame answers;
3. the continuities and discontinuities between the Ancient and the Modern notion of politics;
4. the ability to argue their positions on paper and in speech;
5. available research tools, including the strengths, weaknesses, and relative appropriateness of each tool;
6. the basic philosophy of science arguments that undergird political science research;
7. the natural science foundation for political science;
8. how questions and methods might differ when addressing different problems; and,
9. the contributions of American constitutionalism to political science;
10. how to connect the questions, the literature, and the basic issues in political science back to their own lives and contexts.

Each course in political science touches in some way on each of these questions. By implementing a curriculum built on pursuing these questions, we can combine the discursive quality of the traditional liberal arts approach with the more utilitarian and technical approaches developed in the last four decades. By combining these elements, we envision the best of our students as individuals who know how to live well in communities, as critical consumers of historical and technical political issues, as intelligent decision makers both in the professions and in the community, and as citizens engaged in the critical governance of their polities. In short, as citizens who can wield judgment in political communities.

Courses, Evaluations, and Progress (Summer and Fall 2001 and Spring 2002)

1. PSC 103: Introduction to Political Science

A. PSC 103: Precis of the Course

PSC 103 introduces students to the most basic relationships between the individual and the
community, and the connections between knowledge and politics. In the first half of the course students learn about the fragility of knowledge by confronting the problem of tradition versus science. This adventure into epistemology and how our knowledge is conditioned by fear, superstition, or tradition ends with a discussion of the Salem witch trials and their consequences. In the second half of the course, students evaluate current notions of citizenship, freedom, law, community, and government and apply these in examining politics in the Mississippi Delta. Students learn how to describe problems and analyze through the use of data gathered at the national, state, regional, and local levels. In the end, the course aims at getting students to understand the difference between description and explanation. Clearly, effective scholarship and citizenship depend on both, but the standard for good scholarship in political science is the ability to explain the how and the why of politics.

At some point during the course, students are confronted by the basic questions of politics among which are the following: What is politics and how do we know it? Is political knowledge distinguishable from other types of knowledge? What separates the political from the non-political? What does it mean to be a citizen? What roles and responsibilities do citizens have? What kinds of knowledge are necessary to be a citizen? How do citizens behave in different types of polities? What is political power, how is it wielded, and by whom? Do political institutions really matter or can we do without them? Is law necessary, or can we live without formal rules in a good society? Who should govern? Ideally, students who leave this course should be able to recognize these basic questions, have some notion of how to approach them in conversation or essay, and be able to defend the positions they take.

B. PSC 103: Assessment

The course uses a modified Socratic approach, frequent and short writing assignments, a longer paper near the end of the course, and a final essay examination.

From a pedagogical perspective, too many courses approach teaching and learning as crossword puzzle problems: basic associational knowledge, usually definitional, with a predictable pattern fulfillment test after adequate clues. This type of knowledge is best characterized as "knowing that" knowledge.

Although it is important to evaluate students’ basic cognitive abilities, too many introductory courses lack analytical rigor strong enough to move students onto a university level of thinking and evaluation. We have little time to wait around to develop usable written and oral skills.

This course, therefore, revises this approach and aims at discussing three types of knowledge and making distinctions among them: knowing that, knowing how, and knowing why. As designed, it draws students out of the static universe of "associational knowledge" problems and draws them into a dynamic relationship with others' understanding of the world.
To do this, students read selections from the Old Testament, short stories, and histories. They pursue conversations about the political problems introduced in the readings and make their own case for interpretations. The instructors approach, in the meantime, is to offer ways in which their understanding might be better improved by evaluating the common themes in the stories and by showing them the possibility of different but convincing criticisms of knowledge they have not yet confronted.

C. PSC 103: Results of Assessment, Improvements, and Future Plans

Earlier versions of this course involved more lecture than is now seen as necessary. In effect, more conversation produces a learning environment that is constitutive of the students’ own learning experience. In learning how others think and express themselves, the come to appreciate the value of collective sharing of knowledge and, therefore, the limits of their own understanding of the world.

In past years, writing assignments were occurred after several readings. Writing is now assigned more often. Required length is now shorter and is designed to help students build better writing habits. One innovation in the last year seems to have helped students to see the benefits in corrections by the instructor. The first two assignments are corrected and returned to students. These two assignments will not reach the grade book. This offers students an opportunity to adjust to expectations and to think about integrating the conversations in their written responses. By the same token, a large and comprehensive has been dropped as a requirement for this course. It diverted too much attention from the salutary effects on short writing assignments that, over the course of the semester, had more beneficial effects than a large and undigested exercise.

2. PSC 201: American National Government

A. PSC 201: Precis of the Course

The American Government course is circumscribed by the nature of the material. It is a survey course of the theory, foundations, institutions, and policies of national government in the United States. The course is taught as in lecture sessions with discussion as appropriate. For the most part, the primary, if not sole, reading material has been the Janda, Berry and Goldman text from Houghton Mifflin, one of the best introductory treatments.

B. PSC 201: Assessment

Although it is the case that students leave the course with a basic knowledge of the federal government, not enough attention has been paid to the theoretical literature that helps flesh out the larger policy problems confronted near the end of the course. It is also the case that the textbook approach does not adequately provide a deeper understanding of American institutions
that is needed in later courses in political science.

C. PSC 201: Results of Assessment, Improvements, and Future Plans

Because of this, instructors have been experimenting with supplementary material. Some of these short assigned readings have changed the way students approach the skeletal presentation in the textbook. The quality of discussions in class and essay responses on examinations have been much better for the change. Future plans include introducing more structured writing assignments harmonized with the work done in PSC 103, exploring readings that are more analytic in nature, and adding assignments involving basic data analysis.

3. PSC 406: State and Local Politics

A. PSC 406: Precis of the Course
State and Local Politics offers students an opportunity to explore the rich history and related practices of politics in the State of Mississippi. As might be expected, a good deal of time is spent on the problems of slavery, the long struggle for emancipation, and the struggle for change in the 20th century. Although there are a number of readings used each semester, very few textbooks deal with government and politics in Mississippi at the university level.

B. PSC 406: Assessment
Students are asked to take objective quizzes and essay examinations. A paper is also required. The primary concern for this course is developing a more comprehensive approach to Mississippi state politics. The burden of the course is historical, with a considerable amount of explanation required for the development of the state constitution at the end of the 19th century, a document that has yet to be modernized. Despite this drawback, students are drawn to the civil rights issues that also help form a thematic approach to the material.

C. PSC 406: Results of Assessment, Improvements, and Future Plans
Because of the strong attraction to events at mid-century in Mississippi, students focus most of their interest in learning about the civil rights struggle. Changes in literature will require the development of a set of readings to accompany a comparative state and local politics textbook that can compete against what seems to be an apparent concentration on this particular part of the state’s history. Broadening the literature will students a broader theoretical, historical and institutional grounding in politics in Mississippi, while providing them with an idea of how politics is pursued in other states.

PSC 431: Ancient to Medieval Political Theory

A. PSC 431: Ancient to Medieval Political Theory

PSC 431 takes students from the Homeric tales of politics and war in Western culture, through
the Golden Age of Athens with Sophocles, Euripides, Socrates, Plato, and Aristotle, to the Scholastic vision of government built on the natural law mix of Christianity and philosophical idealism. Although the perennial questions concerning the metaphysical origins of political knowledge, citizenship and the regime, and the faith/reason foundations for medieval government are important, students focus on broader issues. From a Socratic point of view we might ask about the nature of justice, or the nature of citizenship. From an Aristotelian perspective we would want to know what prepares human beings for thinking about and participating in political things. We would also explore what it is that binds the citizen to the regime, and what obligations each citizen has to the other. From an Augustinian position we would ask what model suffices for building political institutions and how a particular type of celestial architecture conditions our view of law and government.

B. PSC 431: Assessment

In the past, the primary instrument for assessment has been the essay examination. More recent innovations include weekend take home tests that provide students with time to reflect on the literature in light of the test question. One paper is due each semester on a comparison between two shorter pieces of literature, usually short selections from works that reflect the themes of the required literature. The purpose of this semester paper is to test the students' ability to interpret and evaluate an argument we have touched on in class.

C. PSC 431: Results of Assessment, Improvements, and Future Plans

Over the years, it has become clearer and clearer that current students, even the brighter students, have very little background for a course like this. In earlier years, essay examinations were remarkable vacant because students had very little experience with Greek, Roman, or even medieval Christian Europe. Moreover, their reading skills were seriously challenged by works such as Plato’s The Republic, Aristotle’s Nicomachean Ethics, or excerpts from Augustine’s City of God.

Compensating for these gaps has required considerably longer lecture sessions and a much more concerted effort to explicate the text. Consequently, the amount of time for discussion and debate has been limited. The results, however, have been a better understanding of the material and a better set of responses on papers and examinations.

Beginning in the Autumn semester of 1997, a Great Books course has been offered instead of the standard PSC 431. This has drawn higher quality students and has resulted in more literature being read, although limited to Greek and Roman works.

At this point it is important to say the obvious: the political science curriculum will have to become more developmental in its approach to questions, themes, literature, and method in order for later courses to sparkle as they should in the minds of the students.
PSC 432: Renaissance to Modern Political Theory

A. PSC 432: Precis of the Course

PSC 432: Renaissance to Modern Political Theory begins with Machiavelli's questions princely government. Against the work of PSC 431, a careful examination of Italian republicanism shows how much the relationship between ruler and ruled changed within a relatively short period of time in southern Europe during the late medieval period. The radical shifts in economics and politics during the later Medieval period collided with the Scholastic concept of government based on either a metaphysical universe or a heavenly kingdom. Students are prompted to examine a new concept of Western political power unveiled by the Italian republicans who were as much concerned with developing markets and colonies as they were protecting fragile political alliances at home. The key author for this period is obviously Niccolo Machiavelli and his work, *The Prince*.

Thomas Hobbes follows with questions about the nature of human beings. Relying almost self consciously on Aristotle, Hobbes analyzes the human being as he would a mechanism. This mechanistic model provides students with questions about whether human beings are fundamentally selfish or whether they can naturally live in a collective without artificial motivations to be peaceful and productive.

John Locke offers students an opportunity to take what they have learned from Hobbes, yet to see that choice is possible within the boundaries of a law developed out of a representative government. Locke's model poses several problems for students. Is monarchy or democracy the better form of government? How do we know the difference between our political intuition and reasonable judgment? What are the prerequisites for being a citizen in government? Is it possible for market relationships to coexist in a truly democratic community? How can we know the precise moment when our rights are not being protected by the state? Finally, when we do know, what do we do about it?

The final selection for this course is *The Federalist Papers*, written by three representatives of the generation who found this nation John Jay, Alexander Hamilton, and James Madison. Interestingly enough, all three, but especially Madison, were students of both the republican and democratic models of government, but also knew well Italian republicanism very well. Jay and Madison were well versed in the classics, Hamilton to a lesser extent. All three were also quite familiar with the works of Hobbes and Locke.

B. PSC 432: Assessment
As in the PSC 431, the primary tool for assessment is the essay test. With the exception of Locke’s Second Treatise of Government students are much more connected to this course. Interestingly enough, complaints about Hobbes’ Leviathan are fewer than the complaints about reading Locke’s language. Yet even The Federalist Papers require a certain amount of interpretation.

Because of the nature of the reading material, discussion is plentiful in this class, allowing more opportunity to extend the arguments and to make connections with our theoretical disagreements in the late 20th and early 21st centuries.

C. PSC 432: Results of Assessment, Improvements, and Future Plans

This is one course which tends to work well most of the time. The only improvement in mind is the addition of Tocqueville’s Democracy in America. This would provide students with a sense of what politics was like in the early republic, as well as providing them with a comparative understanding of how American and Europe differed in the 1830s and 1840s.

SSC 469: Quantitative Methods for the Social Sciences

A. SSC 469: Precis of the Course

SSC 469 is required of all social science majors. With a very brief introduction to the scientific model at the beginning, the course concentrates on how data can be described and analyzed using statistical tools appropriate to the task at hand. Students spend the remainder of the semester learning probability theory, hypothesis testing, and the foundations for inferential procedures, as well as how to choose an appropriate tool for given problems. Just as in PSC 103, description and explanation are key activities, with the emphasis on the latter. In this course, however, exercises focus on data-intensive activities. From the very beginning of the course, students learn how to use SPSS, a very popular tool in political science, as well as in other professional areas.

B. SSC 469: Assessment

Because statistics is both a tool and a language, students are asked to complete homework assignments on a regular basis. Examinations require students to know terms, explain how they would evaluate and solve problems, and work out problems at their consoles and print out their results for the examination.

Compared to many other statistics courses, SSC 469 is fundamentally different from other statistics courses in at least three ways. First, conventional courses depend primarily on learning formulas and using statistical procedures abstracted from real world problems. The active learning approach, on the other hand, challenges students to talk apart questions, reassemble
them in statistical language, and then to apply the appropriate tool. This approach is supported by the American Statistical Association and the American Political Science Association.

A second way the SSC 469 is not conventionally based is in the data used. Most of the data used asks students to consider problems at the national, state, or local levels. Students also have the opportunity to work with data used in research by instructors at Delta State.

Third, the course is integrated with the software, SPSS. By the end of the course, most students will have very little trouble returning to SPSS and entering basic data sets, running graphical representations, and performing basic tests.

The course has been successful for political science students because they have the opportunity to work with SPSS in PSC 103. Moreover, these students have already been exposed to the scientific method, graphical representation of data, and very basic analytical procedures.

C. SSC 469: Results of Assessment, Improvements, and Future Plans

SSC 469 has only recently had the opportunity to work for the full semester in the campus Social Science computer lab. This has allowed instructors the flexibility to treat material in lecture form and then to move immediately to an example on the computer screen. The lab is equipped with a high tech dry board, as well as a projection and interactive image of the computer program visible for every student to follow. Greater emphasis can now be placed on its manipulation of the data, less time is spent getting students to evaluate formulaic approaches to data evaluation. As suggested plans for the future include building a Social Science Statistics Page on a data base driven web site. This will offer SSC 469 students greater flexibility in using data sets. It will also provide greater variety for students who wish to pursue data analysis in other classes, especially PSC 498.

PSC 498: The Capstone Course

A. PSC 498: Precis of the Course

The purpose of PSC 469 is to evaluate a student’s ability to conceptualize and carry out a research project in political science. Students may choose a normative or empirical approach. The research product should also show a student’s reading mastery of a circumscribed area of political science literature.

B. PSC 498: Assessment

The sole method of assessment is the research paper which is begun in the summer before Senior year and is submitted by no later than the first day after Spring Break. So far, as can be predicted, results vary primarily by writing ability. Most students finish the project with a very basic understanding of research. Some papers have shown a surprising mastery of the chosen
area. Again, the dividing line is usually along the student's ability to write well and to read a fair amount of political science literature in the time allotted. A very small portion of this group has run into problems with data collection or problems in requesting literature from Interlibrary Loan requests. Because of these problems, PSC 498 has been a reason for students not choosing the B.A. in political science. From a more positive point of view, other students have completed their work with a powerful sense of accomplishment and satisfaction.

C. PSC 498: Results of Assessment, Improvements, and Future Plans

PSC 498 will remain in place for the time being. There are no future plans to modify this course.

B. Bachelor of Science in Social Sciences

A major goal for the Bachelor of Science in Social Sciences is for the students to continue developing social science perspectives useful for consciously engaging with their world as a part of "everyday life," thus making social science more relevant to their future.

In an Introduction to Sociology course, students are expected to gain insights into and respect for peoples of all races, cultures, backgrounds, and sexes. To evaluate their attainment of this goal, students are assessed through examining their knowledge of the course material through essay exams, written assignment (6 mini essays spread throughout the semester), and participation in class.

The Results: This was a challenge for some of the students, who come from backgrounds where for many, DSU was their first interaction in the classroom with students of another racial or ethnic background. Homophobia was also expressed. However, the majority of the students reported in their papers that the interaction, the coursework, and the discussion forever changed and enlarged their paradigms.

Use of Evaluation Results: After evaluating these oral responses, changes were made to improve the presentation of these concepts. This was accomplished throughout the semester by allowing the comments, interests, and questions of the student to guide our discussions. By this, the instructor altered the discussion and content of his lectures to fit with their emerging learning experiences and actually put some of the responsibility of teaching back on the students. They were required to research topics and present them back to the class in interactive lecture formats. This was done in groups for 4-6 students.

In a Racial and Cultural Minorities course, students critically examined their own expectations, prejudices, and biases of others. Students were assessed through examining their
knowledge of the course material through essay exams, written assignment (6 mini essays spread throughout the semester), and participation in class.

The results: Some students reported more change than others in their essays. Some identities were reaffirmed while others were dramatically changed. The results were used to both change the instructor's teaching styles to meet the needs of the students but also to reaffirm to the students that there is a larger universe than the region that they occupy. For example, the instructor reported that the students appreciated the opportunity to hear from Native Americans when we were studying Native Americans. Two elders from the Chickasaw Nation were invited to speak to the class. Similarly, a resident historian of the Mississippi Civil Rights era was invited to discuss the Civil Rights. Both were highlights in the semester to many of the students.

In a Sociology of Community course, students were provided with a basic understanding of social structures and how these structures create community in rural and urban settings. Students learned how community theory is related to building solidarity and to creating effective community and economic development programs. After evaluating the course, the instructor plans to make written assignments more explicit so students will understand from the beginning that they must use sociological concepts in their written work. More attention will be given to the function and role of the five primary social institutions in community life. A full-day field trip to a community will be added in the fall of 2002.

C. Bachelor and Master of Science in Social Science Education
The Bachelor and Master's Program in Social Science Education received accreditation from NCATE this year.

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

1.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. These same courses collectively prepare student teachers in addressing all of the themes. The faculty believe there is a connection among these courses in preparing our future secondary social studies teachers and instruct all student teachers at the beginning of their freshmen year not to think of
these disciplines as segmented. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology. A sample of course-based exams and new syllabi will be included in the appendix as NCSS reviewers requested. However, syllabi from the required courses noted above will not be included in this rejoinder, as they were in the original folio.

The faculty believe these courses provide the knowledge necessary to social studies teachers to teach at the appropriate school level for the study of Culture and Cultural Diversity. See a sample of course-based exams and new syllabi on pages 3-103 in the appendix.

The teaching secondary social studies methods course addresses this theme. Dr. Hedy Richardson instructs each student on the specifics of the portfolio requirements. The instructions for this assignment are below. Although the format (headings) are similar to examples provided in the Guidebook for Colleges and Universities Preparing Social Studies Teachers, the content is unique to CUR 494, Teaching Secondary Social Studies Methods at Delta State University.

VII. Task
You are required to create a social studies teaching portfolio to be used in grades 7-12 in which you demonstrate that you have sufficient knowledge to prepare a good teaching unit. You will need to convey what is taught in terms of instructional objectives, how the content will be taught, and how the objectives will be evaluated.

By the fourth week of this course, CUR 494, you will receive a STAl packet from me that has been prepared by the Office of Field Experience. Do not lose it. (Many trees have been cut down for your benefit.) We will discuss the materials included in the packet in class. You will note that, among other things, the packet includes a lesson planning outline and a framework for planning, designing, and discussing classroom instruction. Throughout the course, each one of you is required to develop either a ten-day (lesson) teaching unit or a five-day (lesson) block-schedule teaching unit at the appropriate level of difficulty for the age and grade level of students you hope to teach.

By the fourth week of class you will have made formal application to student teach with the Office of Field Experience and in so doing will have requested a school placement and made your preference of grade level and content known, should you have one. With that in mind, you will then be asked to choose a topic taught in that course to be your center of focus for the portfolio requirement. That topic will become the seed from which your portfolio will grow. I ask that you speak to several social studies teachers in the school of your choice to familiarize yourself with their curriculum and what materials they have available. You need not be concerned about doing this. Contact the school and ask to speak with the principal. Identify yourself and explain your circumstances. Ask for the social studies teachers' names and how and when you might contact them. Then make separate contacts with those teachers to make appointments. Remember, please, that teachers are very busy people but most are very happy to
share what they do in their classrooms, especially with other teachers. If you are unsure of whether you could be placed in a particular school, see me. If you know that previous social studies student teachers from DSU have completed their professional semesters at that school without difficulty, then you need not be concerned. Nevertheless, you will need to indicate your preference to me.

The STAI packet contains a sample lesson plan form. The template for this form can be found on the computers in the fishbowl, second floor Ewing, should you choose to do the typing on campus.

According to the STAI guide, the following components must be prepared and included in the portfolio:

1. a topic approved by me (and I additionally require that it be chosen in conjunction with a certified secondary classroom teacher currently teaching the subject of your choice).
2. a description of the group of students for which the unit is planned, to include age range, ability range, economic distribution, typical demeanor of students, interests and involvement of students, prior relevant materials studies, classroom description, and general goals.
3. written measurable objectives
4. description of instructional procedures to be followed
5. copies or descriptions of materials to be used (e.g., handouts, study guides, information handouts, transparencies, etc. Materials such as films, books, music, computer-based programs and guest speakers can be cited/identified without placing them in the portfolio....you can giggle now.)
6. assignments for learners
7. copies of all tests, quizzes, progress checks, questionnaires, or other instruments

As you proceed through the planning of your portfolio, you and I will continuously be assessing whether you are addressing the STAI indicators, state and local standards, as well as NCSS thematic standards (addressing NCSS themes has been added to the requirements). We will attempt to be as inclusive as possible at all times.

VIII. Lesson Planning

You must consider the following:

Standard (s) on Which the Lesson Focuses

1. Which of the ten NCSS thematic standards does the lesson target?

Purposes/Objectives

2. What purposes and objectives does the lesson address? How does the lesson address the district, state, or national standards/objectives?
Materials/Tools
3. What materials will be needed to conduct the lesson? What hardware, software, books, resource people, and equipment will be used so students can complete the lesson?

Logistics
4. How are time, place, and space used in the lesson to support learning activities? What is the physical site and what are the conditions under which the lesson will take place?

Relationships
5. What are the roles of the teacher and the students? What kinds of interactions/relationships are needed for the lesson? Will students work individually, in pairs, in groups? Is the climate open, investigative?

Motivator
6. What will cause students to want to engage the lesson?

Activities
7. What will the students be doing in the lesson? What are the instructional activities or steps necessary for students to complete their work/project?

Assessment Tasks
8. How will students' work resulting from the lesson be evaluated? How will students' learning be demonstrated? How will students, teachers, parents, administrators, and others know that productive work has been accomplished and that the learning standards were reached or exceeded?

IX. Evidence of YOUR Success: Criteria, Data Collection, and Analysis
Each of your lessons will be evaluated according to the following rubric:

Outstanding (100 – 90 pts.)
1. All components of the lesson plan are thoroughly addressed.
2. The plan addresses the theme for which it is written.
3. Content and processes in the lesson plan are highly accurate and significant.
4. The lesson plan is clear enough to be implemented by others.
5. All lesson components are appropriate for the age of students who will experience the lesson.
6. The plan integrates knowledge from subject areas outside the social studies.
7. The plan incorporates multiculturalism and diversity in lessons.
8. The plan uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs.
Adequate (89 - 80 pts.)
1. All components of the lesson plan are addressed, although not especially thoroughly.
2. The plan addresses the theme for which it is written.
3. Content and processes in the lesson plan are worthy and accurate.
4. The lesson plan is clear enough to be implemented by others.
5. All lesson components are appropriate for the age of students who will experience the lesson.
6. The plan includes knowledge from only the social studies.
7. The plan minimally accommodates differences in developmental and individual needs.

Needs Further Development (no grade until revised)
1. Only some components of the lesson plan are addressed.
2. The plan addresses the theme for which it is written.
3. Some of the content and processes in the lesson plan, but not all of either, are worthy and accurate.
4. The lesson plan needs additional development or revision so that it can be clearly understood before it can be implemented by others.
5. Some lesson components, but not all, are appropriate for the age of students who will experience the lesson.
6. Revision is needed.

X. Collecting and Reporting Evidence
1. Assessments of each plan according to the rubric are retained and individual scores are recorded.
2. Tabulations of scores for each section of the course are retained.
3. Copies of several examples of student lesson plans are retained.

Special Note: The above lesson plan assignment will be used as programmatic evidence for each of the remaining nine themes; however, we will not include it at the beginning of each theme as to eliminate unnecessary reading for the reviewers.

1.1.2 Test Evidence

The faculty believe that all courses mentioned above address this theme; therefore, we consider the final course grades for these courses as evidence that a candidate has or has not demonstrated that he or she has gained knowledge expected of this standard. Each theme is covered in some way on the examinations in the courses. Last semester’s candidates’ grades in the courses were as follows:

ECO 210 or 211, Micro/Macro Economics  (A’s = 1; B’s = 4; C’s =1)
GEO 201, Introduction to Human Geography  (A’s = 4; B’s = 1; C’s =1)
GEO 303, World Regional Geography  (A’s = 5; B’s = 0; C’s =1)
HIS 101, History of Civ to 1648  (A’s = 2; B’s = 3; C’s =1)
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>(A's = 3; B's = 3; C's = 0)</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>(A's = 2; B's = 3; C's = 1)</td>
</tr>
<tr>
<td>HIS 202, U.S. History 1865-Present</td>
<td>(A's = 4; B's = 2; C's = 0)</td>
</tr>
<tr>
<td>HIS 411, Mississippi History</td>
<td>(A's = 3; B's = 2; C's = 1)</td>
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<tr>
<td>HIS 426, Europe, 1914-Present</td>
<td>(B's = 2) two students selected as an elective</td>
</tr>
<tr>
<td>PSC 201, American National Government</td>
<td>(A's = 3; B's = 3; C's = 0)</td>
</tr>
<tr>
<td>PSC 406, State &amp; Local Government</td>
<td>(A's = 3; B's = 0; C's = 3)</td>
</tr>
<tr>
<td>SOC 101, Intro to Sociology</td>
<td>(A's = 3; B's = 3; C's = 0)</td>
</tr>
<tr>
<td>SOC 420, Sociology of Education</td>
<td>(A = 4) four students selected as an elective</td>
</tr>
<tr>
<td>SOC 450, Racial &amp; Cultural Minorities</td>
<td>(A = 1) one student selected as an elective</td>
</tr>
<tr>
<td>CUR 494, Teaching Secondary Social Studies</td>
<td>(A's = 5; B's = 1; C's = 0)</td>
</tr>
<tr>
<td>CUR 498, Directed Teaching</td>
<td>(Pass = 6; Fail = 0)</td>
</tr>
</tbody>
</table>

A = Excellent  
B = Good  
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio. Delta State Supervisor and Cooperating Teacher comments concerning the directed teaching experience will be on file for review for the NCATE visit. Grades for all courses in the major for all student teachers will also be made available for NCATE reviewers.

1.1.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching as to determine how well student teachers perform in teaching the content related to the standards. Other Delta State Supervisors from the College of Education and Cooperating Teachers also rate each student on how well he or she performs in teaching the content related to each of the standards. These comments and evaluations will be available for the onsite visit and will not be referred to again in this rejoinder. Additionally, Dr. Richardson has prepared a sample of narratives explaining how well students performed and how they addressed each thematic standard. We will include as performance evidence for all thematic standards a sample of the qualitative evidence showing how student teachers meet that specific standard. Specific indicators addressed in teaching the lesson are included in the narrative.

**Sample 1**

This unit demonstrates that Jason analyzes and explains the ways groups, societies, and cultures address human needs and concerns. He addresses British, French, German, Italian, Russian, Japanese, and U.S. dominant thinking toward those within their borders and outside at the time. He guides learners as they predict how data and experiences may be interpreted by people from
diverse cultural perspectives and frames of reference. In so doing, Jason shares political cartoons and propaganda that spread fear and hatred of the other. He explains the number of people of Japanese descent living in the U.S. at the time and the internment camps that were created due to a new fear of one's neighbor. He shares the stories of some who were interned and how they perceived what was happening to them in their own homeland in many cases. In describing the importance of cultural unity students can readily see how that might lead to ethnocentrism/militarism if not for a respect for cultural diversity within and across groups. Clearly, as Jason discusses with students the events leading up to the Holocaust and the Holocaust itself, students learn to interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. Students eventually were able to construct reasoned judgments about specific cultural responses to persistent human issues. I was present in his class the day a student asked why people throughout history seem to always attempt to settle disputes and dislikes with war. That child was concerned that people have not learned very much over time.

Sample 2
Tabitha enables learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns. Students discuss the notion of non-violence as espoused by Mohandas K. Gandhi in India and later by Dr. Martin Luther King in the U.S. Tabitha guides learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference. Students discuss the Black experience in the U.S. They consider differences in cultural experiences as a result of skin color. Tabitha assists learners to apply an understanding of the integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns. Students discuss how the arts in the U.S. depicted Blacks as inferior and ignorant. They discuss the seemingly universal behavior of people who choose some group to look down on. Tabitha encourages learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change. Students examine how many Southern whites turned to violence after the Emancipation Proclamation and during the time of the Great Migration in order to maintain a white privileged economy and supremacy. Tabitha asks learners to give examples and describe the importance of cultural unity and diversity within and across groups. Students discuss discrimination in general and as they themselves have experienced it. Tabitha has learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. Students discuss the KKK as promoting discrimination and violence. They discuss in contrast the thinking of Gandhi and later King in contributing to cross-cultural understanding. Tabitha guides learners as they construct reasoned judgments about specific cultural responses to persistent human issues. Students discuss the persistent existence of hate and discrimination and consider government policy in the form of Civil Rights and Affirmative Action that attempt to counter unjust human behavior.

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

1.2.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.2.2 Test Evidence

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 or 211, Micro/Macro Economics</td>
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</tr>
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<td>(A's = 4; B's = 1; C's = 1)</td>
</tr>
<tr>
<td>GEO 303, World Regional Geography</td>
<td>(A's = 5; B's = 0; C's = 1)</td>
</tr>
<tr>
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<td>(A's = 2; B's = 3; C's = 1)</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
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</tr>
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A = Excellent
B = Good
C = Satisfactory
All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.2.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1

Tish has learners apply key concepts from the study of history such as time, chronology, causality, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity. She has students create and study timelines of events leading up to WW II and explains how WW I left so much unsettled. Tish guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. She explains to students how to do an Oral History Interview and students proceed by indentifying people in their lives and communities who were living at the time of WW II and who could describe related experiences either abroad or at the “homefront.”

Tish provides learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. Students share their Oral History Interviews and note differences in perceptions of events as well as the perceived importance of those events and circumstances.

Sample 2

April assists learners to understand that historical knowledge and the concepts of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use. Students discuss the changing social status of African-Americans and women and how this led to later knowledge about the role of these two groups in the Civil War and in life in general. April has learners apply key concepts from the study of history such as time, chronology, causality, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity. Students discuss the causes of the Civil War and consider the order in which events occurred to understand the chronology and causality. April asks learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions. Students discuss the portrayal of the South and North from the text and then
consider changes that exist today. April guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. Students read letters, consider the lyrics of songs, read historical accounts and look at photographs to help them better interpret the events rather than just using a textbook. April provides learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. Students read of the Battle of Manassas and then the Battle of Bull Run. They discuss the two different perspectives of the same event.

1.3 Theme Three: People, Places, and Environment

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

1.3.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.3.2 Test Evidence

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</tr>
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<tbody>
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<td>ECO 210 or 211, Micro/Macro Economics</td>
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</tr>
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<tr>
<td>HIS 101, History of Civ to 1648</td>
<td>A's = 2; B's = 3; C's =1</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>A's = 3; B's = 3; C's =0</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>A's = 2; B's = 3; C's =1</td>
</tr>
<tr>
<td>HIS 202, U.S. History 1865-Present</td>
<td>A's = 4; B's = 2; C's =0</td>
</tr>
</tbody>
</table>
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HIS 411, Mississippi History
HIS 426, Europe, 1914-Present
PSC 201, American National Government
PSC 406, State & Local Government
SOC 101, Intro to Sociology
SOC 420, Sociology of Education
SOC 450, Racial & Cultural Minorities
CUR 494, Teaching Secondary Social Studies
CUR 498, Directed Teaching

(A's = 3; B's = 2; C's = 1)
(B's = 2) two students selected as an elective
(A's = 3; B's = 3; C's = 0)
(A's = 3; B's = 0; C's = 3)
(A's = 3; B's = 3; C's = 0)
(A = 4) four students selected as an elective
(A = 1) one student selected as an elective
(A's = 5; B's = 1; C's = 0)
(Pass = 6; Fail = 0)

A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.3.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Tim enables learners to construct, use and refine mental maps of locals, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape. Students use maps to locate all political states and territories involved in the American Revolution. They consider the vast expanse of ocean and the time required to cross it by sailing vessel. Students map out the triangular trade route. Tim has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information. Students use maps of the 13 colonies to become familiar with the location of colonies relative to one another. Tim teaches students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns. Students use map scale to calculate distances between many locations as well as battle sites. Tim helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources. Students locate Valley Forge and consider the winter climate conditions that soldiers had to endure.

Sample 2
Jason enable learners to construct, use and refine mental maps of locals, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape. He uses maps
regularly to discuss size of areas under study, direction relevant to one another, shape, and relative location. He has students draw their own maps and has them role play with a huge floor map exercise that includes operation Barbarossa, Hitler’s Moscow Plan, and Stalin’s movement into Finland. Students also learn about “island hopping” in the Pacific that includes discussion and map use to determine distance from Pearl Harbor and the U.S.; mainland. Jason has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information. He helps students comprehend the vast distances in the Pacific Ocean as well as the natural obstacles or protection offered by mountains, rivers, lakes, channels, etc. in Europe. Jason teaches students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns. During map study Jason has students measure with string and ruler as well as estimate distances using scale. Jason helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources. He addresses specifically winter in eastern Europe and the many hardships that followed. Jason challenges learners to examine, interpret, and analyze the interactions of human beings and their physical environments. He discusses the winter temperatures and how Russia and German troops in particular were dressed.

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

1.4.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.4.2 Test Evidence
ECO 210 or 211, Micro/Macro Economics
GEO 201, Introduction to Human Geography
GEO 303, World Regional Geography

(A’s = 1; B’s = 4; C’s =1)
(A’s = 4; B’s = 1; C’s =1)
(A’s = 5; B’s = 0; C’s =1)
HIS 101, History of Civ to 1648  (A's = 2; B's = 3; C's = 1)
HIS 102, History of Civ 1648-Present  (A's = 3; B's = 3; C's = 0)
HIS 201, U.S. History to 1865  (A's = 2; B's = 3; C's = 1)
HIS 202, U.S. History 1865-Present  (A's = 4; B's = 2; C's = 0)
HIS 411, Mississippi History  (A's = 3; B's = 2; C's = 1)
HIS 426, Europe, 1914-Present  (B's = 2) two students selected as an elective
PSC 201, American National Government  (A's = 3; B's = 3; C's = 0)
PSC 406, State & Local Government  (A's = 3; B's = 0; C's = 2)
SOC 101, Intro to Sociology  (A's = 3; B's = 3; C's = 0)
SOC 420, Sociology of Education  (A = 4) four students selected as an elective
SOC 450, Racial & Cultural Minorities  (A = 1) one student selected as an elective
CUR 494, Teaching Secondary Social Studies  (A's = 5; B's = 1; C's = 0)
CUR 498, Directed Teaching  (Pass = 6; Fail = 0)

A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio

1.4.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards

Sample 1
Tish assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. She helps learners consider whether we are not more than “a sum of our parts” and whether certain categories by which we label our world are more important than others. Tish guides learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. She helps students question whether people really know “who they are” or just what they are not. During my observation, one young man said he was not a Jew but really didn’t know exactly what it meant to be a Baptist that might differentiate him so much from others. Tish has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups. She asks students to consider whether they are like all others who they would label belonging to their group of any sort. When students realize they are not, they immediately see that stereotyping leads to misunderstandings/prejudice. Conformity, they agree, often leads one to act without any personal thought.

Tish assists learners as they work independently and cooperatively within groups and institutions
to accomplish goals. Students work in small groups to determine if the Battle of Britain should be considered a turning point in the war. Students also work independently on their Oral History Interview projects and later share their new understandings with the entire class.

Sample 2
Jason helps learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life. He particularly discusses German culture in the U.S. and how it underlies much U.S. culture. Jason assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. Jason discusses Japanese internment and how many people who were U.S. citizens were torn as to their identity. He speaks of German/Polish/Russian Jews and asks students to describe themselves and to consider whether they feel that any category of self-identity should carry more weight than another. Jason guides learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. He helps students see that we often use ourselves as the standard of measure when thinking about the “Other.” Jason has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups. He helps students recognize that stereotyping can lead to many horrors and that acts of altruism, especially at this time, could be perceived as heroism or sedition. Jason assists learners as they work independently and cooperatively within groups and institutions to accomplish goals. He questions students as they role play the D-Day landing, considering what they might be thinking and feeling if they were soldiers in a wooden boat, what they would have to be facing when the ramp dropped. Students also work in small groups to consider what they might have done on the “home front” to support the war effort.

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

1.5.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.
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<th>Grading Scheme</th>
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<tbody>
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A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.5.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1

Tabitha helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society. Students discuss the lack of status or social class that existed in mainstream U.S. society for Blacks as well as their concerns still today. They discuss the types of interactions that existed between individuals and groups. Tabitha helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. Students discuss the influences of the KKK, Freedom Riders and the U.S. government in writing public policy and laws that had tremendous impact on cultural behaviors in the U.S. Tabitha explains to learners the various forms institutions take, and explains how they develop and change over time. Students discuss the rise of the NAACP, SCLC, and CORE and consider their initial impact and their role today. Tabitha assists learners in identifying and analyzing examples of tensions.
between expressions of individuality and efforts used to promote social conformity by groups and institutions. Students examine the Supreme Court ruling forcing desegregation of schools in the U.S. and consider how various places reacted to it. Tabitha asks learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements. Students examine the foundational beliefs involved in the Civil Rights movement. Tabitha challenges learners to evaluate the role of institutions in furthering both community and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings. Students discuss Plessy v. Ferguson and Brown V. Board of Education I and II. They consider the impact of these rulings and the results as they played out with special attention to Mississippi.

Sample 2
Tim helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society. Students discuss the status of a colonist in the eyes of the British crown. Tim helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. Students consider the actions of the Continental Congress and its ultimate decisions that had a tremendous impact on all colonists. Tim explains to learners the various forms institutions take, and explains how they develop and change over time. He explains the structure of the Continental Congress and briefly explains how it differs from Congress today. Tim assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions. Students identify differences in the thinking of the colonists and realize the tensions that existed regarding independence.

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

1.6.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.
1.6.2 Test Evidence

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A = Excellent
B = Good
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All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.6.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching as to determine how well student teachers perform in teaching the content related to the standards.

Sample 1

Jason enables learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation. He discusses with students whether the individual in Nazi Germany had any rights or could act responsibly without risk of death. They also contemplate the loss of civil rights for many U.S. citizens. Jason helps students to explain the purpose of government and how its powers are acquired, used, and justified. He explains why the U.S. government decided to become involved in the war in Europe as well as in the Pacific. Jason provides opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare. He helps students consider and discuss the loss of individual rights for the perceived national good. During my supervision, students were very
concerned that the government could revoke one’s individual rights at whim. Jason asks learners
to describe the way nations and organizations respond to forces of unity and diversity affecting
order and security. Students cautiously discuss the decision behind dropping the atomic bomb.
They also wonder what it means to be a citizen if one’s nation sees them as a security threat.
Jason has learners explain conditions, actions, and motivations that contribute to conflict and
cooperation within and among nations. Previous to this unit, Jason explained the economic
depression in Germany that gave Hitler an opportunity to blame the Jews who ran much of the
industries and banking in Germany. Jason guides learners to explain how governments attempt to
achieve their stated ideals at home and abroad. Students wonder how the government professed
that it desired to “save the world for democracy” yet on the home-front treated citizens most
undemocratically. They believed that idealism and hypocrisy usually go hand-in-hand.

Sample 2
Donielle enables learners to examine the rights and responsibilities of the individual in relation to
his or her family, social groups, community, and nation. Students discuss the suspension or
revocation of individual rights by government policy. Donielle helps students to explain the
purpose of government and how its powers are acquired, used, and justified. Students consider
FDR’s speech requesting of Congress a declaration of war. Donielle provides opportunities for
learners to examine issues involving the rights, roles, and status of individuals in relation to the
general welfare. Students examine the policy of Japanese internment camps as a result of
growing U.S. paranoia. Donielle asks learners to describe the way nations and organizations
respond to forces of unity and diversity affecting order and security. Students describe the “Good
Neighbor Policy” and the “Non-aggression Pact.” Donielle has learners explain conditions,
actions, and motivations that contribute to conflict and cooperation within and among nations.
Students explain the rise of dictators in Europe (fascism and totalitarianism). Students also
discuss expansionism, appeasement, neutrality and economic depression. Donielle helps learners
identify and describe the basic features of the American political system, and identify
representative leaders from various levels and branches of government. Students discuss the
President as Commander-in-Chief of the armed forces. Donielle guides learners to explain how
governments attempt to achieve their stated ideals at home and abroad. Students discuss the role
of diplomacy, pacts, and alliances.

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

1.7.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201,
Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211,
Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS
201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History;
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1.7.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
April enables learners to explain how scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions
about how goods and services are to be produced and distributed. Students examine the use of
slaves not only on the plantation but also to build trenches, bridges and roads for the Confederate
Army. Students also consider the changing role of women in Northern cities where they were
needed to work in factories and in the South where many women had to manage plantations and
eventually, as casualties mounted, were forced to work in the fields, especially as slaves
increasingly fled. April explains to learners the relationships among the various economic
institutions that comprise economic systems such as households, businesses, banks, government
agencies, labor unions, and corporations. Students discuss the initiation of the first federal
income tax. They examine the notion of long-term bonds and short-term interest bearing notes.
They discuss government issued “greenbacks.” They also discuss what happened when the
Confederate government printed its own money in the amount of $1.5 billion that caused
uncontrollable inflation. April guides learner analysis of the role of specialization and exchange
in economic processes. Students locate and study industrial urban regions, cotton regions and
grain regions. They also locate and discuss the importance of port cities. April provides
opportunities for learners to assess how values and beliefs influence economic decisions in
different societies. Students discuss how values and beliefs might differ in industrialized versus
agrarian societies. April challenges learners to apply economic concepts and reasoning when
evaluating historical and contemporary social developments and issues. Students discuss
resources in control of the Union and the Confederacy at the outset of the war such as farm
acreage, railroad mileage, population, factory products, and wealth produced. April asks learners
to distinguish between the domestic and global economic systems, and explain how the two
interact. Students discuss and compare northern and Southern economic systems and how the
two interacted prior to the war. They discuss the concept of paid labor.

Sample 2
Tim enables learners to explain how scarcity of productive resources (human, capital,
technological, and natural) requires the development of economic systems to make decisions
about how goods and services are to be produced and distributed. Students discuss mercantilism
and the triangular trade. Tim helps learners analyze the role that supply and demand, prices,
and profits play in determining what is produced and distributed in a competitive
market system. Students discuss the triangular trade of slaves, molasses, rum; lumber; cotton;
tobacco; and furs. Tim explains to learners the relationships among the various economic
institutions that comprise economic systems such as households, businesses, banks, government
agencies, labor unions, and corporations. He explains the differences between direct and indirect
taxes. He also explains the conflict that arose through England’s taxing of colonists. Tim guides
learner analysis of the role of specialization and exchange in economic processes. Students
discuss the exploitation of resources from the colonies to produce goods in England. They
consider the Stamp Act and other such “import taxes” that were levied.

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

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

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1.8.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and
observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Donielle provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions. Students explore the thinking that Charles Lindberg’s flight across the ocean had altered man’s thinking about time and space. Distance and time had been compressed. Donielle has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change. Students consider whether war today is so technical that people have lost sight (literally) of the horrors of war. Students wonder what the truth of war is for a nation such as the U.S. so far from most battles but so technologically involved. They ponder whether technology makes the decision to enter war an easier one or perhaps only an economic one.

Sample 2
Tish enables learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. She guides students in describing how technological advances in the military gave various societies a sense of power over others and allowed them to feel superior in many ways. Tish provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions. Students discuss the effects of atomic weaponry to people and the environment. Students discuss whether governments are more cautious about going to war in a world where so much can be destroyed so quickly. Students seem to agree that not seeing one’s “enemy,” or at least the perceived enemy of one’s government, might be worse than face-to-face combat unless one is the offensive participant. Tish has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change. She guides students in considering whether atomic bombs might ever again be used and debating the value of defensive technology such as Ronald Reagan’s “Star Wars” program.

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

1.9.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History;
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1.9.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1

Jason enables learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. He uses transparencies
to show photographs and posters that incited ethnic/cultural hatred and distrust. He shares FDR’s Pearl Harbor speech that identifies how language can persuade people to action. He also shares with students Spike Jones’ song “Der Fuehre’s Face” which enables students to comprehend the implied superiority. Jason helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. He explains the conditions and reasons that contributed to WW II and also those that led to alliances among nations. Jason also explains the international cooperation required in bringing the Nuremberg Trials into existence.

Sample 2

Tish helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. She explains to students the causal events leading up to national alliances as well as to WW II. Tish guides learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns. She helps students consider whether the U.S. should have entered the war in Europe and at what point. They determine that territorial disputes should be dealt with only by those directly involved. They also discover that governmental policy does not alter how people think or behave. Tish has learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights. Students wonder whether human rights abuses or national sovereignty ought to be given greater weight. Should other nations have declared war on the U.S. for supporting policies that permitted slavery became a stumbling block in the discussion. Tish helps learners to describe and evaluate the role of international and multinational organizations in the global arena. She explains to students the role of the League of Nations and why they are perceived as a weak international organization. Tish has learners illustrate how individual behaviors and decisions connect with global systems. She aids students in describing the decisions of Hitler, Stalin, Truman, FDR, Churchill, Tojo and Mussolini and how these decisions effected the global “order.”

1.10 Theme Ten: Civic Ideals and Practices

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

1.10.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have
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All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

### 1.10.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

**Sample 1**

Tim assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Students discuss Thomas Paine’s “Common Sense.” Students study the three parts of the “Declaration of Independence” and consider why the theory of government provided in it is significant. Tim provides opportunities for learners to practice
forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic. Students hold a debate to illustrate the interests of conservative and radical colonists. Tim helps learners to analyze and evaluate the influence of various forms of citizen action on public policy. Although colonists were not citizens of the places they now perceived as their own, students consider acts of citizenry such as the Boston Tea Party, and the Sons of Liberty movement. Tim guides learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making. Students discuss the acts of the Sons of Liberty in influencing public sentiments among colonists.

Tim encourages learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government. Students discuss the behaviors of many colonists that were grounded in democratic ideals but not necessarily republican ideals. Tim creates opportunities for learner participation in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action. Students enter into public debate (in the classroom) to influence their conservative or radical fellow colonists to take possible actions in response to various events.

Sample 2
Tabitha assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Students discuss these in light of the Civil Rights Movement and efforts to allow all peoples to participate fully in the social, economic, political life of their communities and the nation. Tabitha guides learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities. Students examine the “Pledge of Allegiance” and the worlds “and justice for all.” They discuss the 13th, 14th, and 15th amendments to the U.S. Constitution. Tabitha facilitates learner efforts to locate, access, analyze, organize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view. Students research and examine the Affirmative Action debate and attempt to formulate their own thinking about the issue. Tabitha helps learners to analyze and evaluate the influence of various forms of citizen action on public policy. Students examine the effects of the Civil Rights Movement on U.S. public policy. Tabitha encourages learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government. Students consider the effects of U.S. public policy regarding discrimination and civil rights. They also discuss the role citizens played in promoting the stated ideals of personal dignity, liberty, justice, equality, and the rule of law as well as the role people today might play.

All student portfolios will be available for NCATE’s onsite visit in room Kethley 205.

3.3 Qualified Social Studies Faculty

The institution provides faculty in the social studies education components of the program who
are recognized as exemplary teachers and as scholars in the fields of social studies and social studies education.

3.3.1 Programmatic Evidence

The philosophy of the university and this department is that teaching is the primary responsibility of all faculty, full-time or adjunct. Dr. Hedy Richardson, who serves as the B.S.E. advisor and as the instructor for the Methods course, has had many years of experience in public education, teaching social studies at the secondary level. She is an experienced social studies teacher in grades 7-12 with seven years experience in U.S. public schools and several more years in schools overseas. Her B.A. granted from Indiana State University in Terre Haute, Indiana, was earned in Junior High/Middle School Language Arts and Social Studies Education. She taught 7th and 8th grade geography and U.S. history as well as language arts and Spanish for the Vigo County School District for three years. While with that school district, she was involved in writing a successful grant for teaming in junior high/middle schools throughout the district and coordinated and implemented interdisciplinary thematic units as a team leader.

Dr. Richardson has taught an additional three years for the Flagstaff Unified School District in Flagstaff, Arizona, where she completed an M.Ed. in Bilingual/Multicultural Education at Northern Arizona University. While being responsible for and teaching in the Reading and Writing Lab at Flagstaff High School, she came to recognize the need for training social studies teachers particularly in ESL methodologies. Most students assigned to the Lab were either Native American or Latino and easily became lost in the language intensive (both aural and in print) environment of the social studies classroom. Dr. Richardson thus piloted a program offering U.S. History, World History, Economics and U.S. Government using ESL strategies and presenting material through culturally appropriate perspectives at Leupp Public School on the Navajo Reservation, which is part of the Flagstaff Unified School District. Dr. Richardson taught all content areas the first year. The following year the enrollment more than doubled to 96 students and at that time two additional teachers were hired and trained by Dr. Richardson, who taught along with them. When employed as an English/language arts teacher (also certified to teach the social studies), Dr. Richardson has always taught by choosing materials that complemented the social studies curriculum, working in conjunction with the grade specific social studies teachers. Thus, as a result of her focus on interdisciplinary and thematic approaches, her knowledge of materials for social studies teachers is broad.

Dr. Richardson earned her Ph.D. from Pennsylvania State University, where she focused on both contemporary social philosophy from the global and local perspectives and Science, Technology and Society. As a teaching assistant at Pennsylvania State University, Dr. Richardson taught Foundations of Education, the showcase course of the teacher education program, which was broken down into the three major components of education: economic, social, and political. While at Penn State she also taught Philosophy of Education, an upper division course that centered on U.S. and European history and the changes in social, political, economic, and
technological thinking that have influenced educational thought, much still driving education today.

Three years ago, Dr. Richardson returned for a school year to Leupp Public School on the Navajo reservation where she taught integrated 7th and 8th grade language arts/social studies. During that year she initiated teaming and interdisciplinary thematic units using Navajo culture as the center of the curriculum. As a result of the success of that effort and the recognition of that success by not only the Navajo Nation Department of Education but also by many school districts, particularly in Arizona and New Mexico, Dr. Richardson continues to promote and write, in conjunction with educators there, culturally appropriate centered curriculum to be used in secondary schools.

The faculty from the content area courses in the social studies comes from a variety of departments and divisions at the university; The Division of Social Sciences, the Department of History, and the Division of Economics and Finance. Finally, all work in conjunction with the School of Education and the Office of Field Experiences.

3.3.2 Test Evidence

Evidence for this theme, Qualified Social Studies Faculty, may be addressed by PLT, Principles of Learning and Teaching, scores of prospective student teacher candidates. During the last three years, 82% of the prospective teacher candidates passed this exam on their first attempt.

Additionally, scores on the Specialty Area Exam of the Praxis Series may indicate faculty qualifications. During the fall semester 2000, 21 prospective teaching candidates took the exam, receiving scores between 182 and 127 with a median score of 157. In the future, all social studies education candidates will be required to submit scores broken down by categories and percentages to enable more extensive evaluation of content mastery of the social studies.

3.3.3 Performance Evidence
This theme, Qualified Social Studies Faculty, is addressed in general by the teaching competencies required of all prospective social studies teachers as mandated by the State Department of Education STAI instrument. During the last two academic years, 1999-2001, all student teachers, 100%, passed the STAI evaluation.

D. Master of Science in Community Development

The primary goal of the MSCD program is to prepare students for successful careers as professional practitioners in private and public sector community organizations. Another goal is for students to engage in the broader "community" in which they live in such a way as to contribute to a better quality of life.

The thirty-six hour graduate program draws on a broad range of faculty with strong academic backgrounds and sufficient breadth of practice to provide sound educational experiences for students interested in community development. The program continues to expand the resource base among Community Development Agencies in the Delta communities to provide field experiences.

The 36-hour curriculum produces skilled professionals who are committed to service through organizations such as economic and community development corporations, agencies of state and local government, not-for-profit organizations, and the private sector. The program synthesizes theories and develops action strategies that address the critical needs of Mississippi communities. A goal of the graduate learning experiences is to provide practical applications of knowledge in the classroom, through internships in diverse settings, and through applied research. The MSCD curriculum requires a six-hour Practicum experience in a field placement or a six-hour masters thesis.

An important assessment tool is to examine the credibility of the program. The excellence of this program is demonstrated by: (1) being selected as the first site in the nation for a “Graduate Student Honor Society in Community Development”; (2) the quality of sites where students are placed for the Practicum experiences and the management plan which assures that students have practical and valuable professional work experiences; (3) the support provided by the MSCD Graduate Program Coordinator and the Division’s Graduate Faculty Committee in Community Development; and (6) the variety of other professional development experiences provided to students.
Another important assessment tool is to examine where our students are employed after graduation. Four MSCD graduates are employed as Program Associates in DSU's Center for Community Development. One student received a three-year fellowship for doctoral studies in Urban and Regional Planning at Jackson State University; several work in non-profit organizations; and several are employed in the private sector. Three work in Jackson - one has a professional position in the Center for Urban Research at Jackson State University, another works for the Central Mississippi Planning and Development District, and a third is employed at the Enterprise Corporation for the Delta. Two who were out-of-state residents, work in other states. One returned to Chicago as Program Director for a Community Development Corporation in North Chicago, Illinois and another works in Dallas, Texas Community Development Corporation. Below is a table showing the different agencies where MSCD students have been placed since graduation.

<table>
<thead>
<tr>
<th>Job Placement</th>
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<tbody>
<tr>
<td>Dallas, TX in a CDC</td>
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<tr>
<td>Fellowship for Ph.D. at JSU</td>
</tr>
<tr>
<td>District Director Boy Scouts, MS</td>
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<tr>
<td>Center for Community Development, DSU</td>
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<tr>
<td>Center for Community Development, DSU</td>
</tr>
<tr>
<td>Paralegal office, Cleveland, MS</td>
</tr>
<tr>
<td>Private Business, Southaven, MS</td>
</tr>
<tr>
<td>Director, CDC North Chicago</td>
</tr>
<tr>
<td>Central Mississippi Planning District, Jackson</td>
</tr>
<tr>
<td>Juvenile Center, Greenville, MS</td>
</tr>
<tr>
<td>City of Greenville</td>
</tr>
<tr>
<td>Established Business on Gulf Coast</td>
</tr>
<tr>
<td>Supervisor, Baxter Laboratories</td>
</tr>
<tr>
<td>Director, AmeriCorps Program, FL</td>
</tr>
<tr>
<td>Bolivar Medical Center, Cleveland</td>
</tr>
<tr>
<td>Urban Research Institute, Jackson State University</td>
</tr>
<tr>
<td>Bolivar Medical Center, Cleveland</td>
</tr>
<tr>
<td>Bolivar Community Action Agency, Cleveland</td>
</tr>
<tr>
<td>Mississippi Dept. of Corrections</td>
</tr>
<tr>
<td>Enterprise Corporation of the Delta, Jackson</td>
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</tbody>
</table>

**E. Bachelor of Science and Master of Science in Criminal Justice**

A note on the Criminal Justice program: The program is in a restructuring phase with the retirement of two faculty members who had been here for 27 and 29 years respectively. Dr. Bob
Hunt and Mrs. Julie Campbell will join the Division this fall 2002. I have asked them to establish some short and long term goals for the criminal justice program.

**Long Term Goals (3-5 years)**
1. Develop and maintain a singular mission for the criminal justice program.
2. Evaluate comparable criminal justice programs to ensure the program remains both competitive and progressive.
3. Forge a relationship with the community colleges in the area to establish an agreed upon preparatory curriculum for students who intend to transfer to Delta State.
4. Increase library resources to assist students in research at both the undergraduate and graduate levels.

**Short Term Objectives (6-18 months)**
1. Eliminate repetition within the existing catalog by combining courses that share the same objectives.
2. Streamline the advising process to reduce confusion among students who entered the program under previous catalogs (ex: 2000-2001).
3. Review entry and exit requirements for the masters program to ensure equity and congruence with other programs.
4. Create standards within the criminal justice program for acceptable course performance.
5. Encourage student involvement in criminal justice by fostering a student organization, attending conferences, taking field trips, and supporting the use of guest speakers.

**Measurements**
In order to ensure that the goals and objectives are being met, the criminal justice faculty will meet together with the department chair each semester to evaluate progress. At these meetings, the faculty can develop the program mission and review the changes as they are being made.

**Implications**
At this time the criminal justice program is in the process of restructuring. The program is comprised of new faculty and is operating under a newly revamped course catalog. At the current time it is imperative that the faculty meet on a regular basis to evaluate progress within the program and ensure that it is true to the mission statement set forth. It will be possible in the future to become more exacting in goals and expectations for Delta State criminal justice students.

**II. PERSONNEL**

**Noteworthy activities and accomplishments:**

(1) Brent D. Hales
Teaching Activities
Hales taught a class on Planning, Implementing, and Evaluating Community Development Projects. He had the students conduct a service learning, community-based technology readiness assessment for the city of Cleveland. The information was compiled and presented back to the community in a series of several meetings.

Courses prepared and taught were: (1) Telecommunications for Rural Economic Development. This is a new course that Hales developed and taught in summer of 2001; (2) Racial and Cultural Minorities. He used an interactive learning format through the Internet wherein class participants prepared class presentations and group papers using information collected through study on the Internet. The results were then compiled and presented by the group to the class. As a final project, the class members were placed into groups and given research projects.

Scholarly and Creative Activities

Hales received a $5,000 grant from the W. K. Kellogg Foundation through the Center for Community Development to conduct a series of workshops entitled the Getting Connected Workshops. Additional monies of $1,000 from Bell South and $1,000 from the Entergy Corporation were also raised for this effort. WABG in Greenville, MS provided $1,000 in advertising for the events.

Working with Dr. Jerry Robinson, Hales conducted assessments of several programs sponsored by the Delta Partners Initiative. As part of these assessments, data were gathered via mailed surveys and through interviewing focus groups. These data were then compiled and analyzed for reports and for students’ theses.

Hales had the opportunity to travel with Dr. Caryl Abrahams to Thailand as part of community health study tour. They traveled the region for three weeks examining community health projects.

At the annual meetings of the Community Development Society, Hales and Robinson presented a workshop on their research on the Delta Partners Initiative. Specifically, they shared with others some of the advantages and difficulties associated with conducting participatory evaluation research.

At the annual meetings of the Rural Sociological Society, Hales and Albert B. Nylander presented a paper on the concept of community in cyberspace and Hales and Robinson presented on the perceived lack of benefits by Delta residents in communities associated with the Delta Partners Initiative.

At the annual meeting of the Alabama/Mississippi Sociological Society in February of 2001, Hales and Robinson presented a paper on conducting participatory evaluation research in the Mississippi Delta region.
At the annual meeting of the National Council on Family Relations in November of 2001, Hales presented his dissertation research.

Hales and Garry Jennings conducted a DSU Diversity Study wherein they examined student attitudes of race and sex on DSU campus. The results of this study were presented to the DSU President’s Executive Committee and the DSU Committee on Diversity.

Hales presented a paper at the Mississippi Valley State University symposium on economic development. He also reviewed an article for the Journal of Alternative Agriculture.

Hales was selected to be a participant in the Trinity College (Hartford, CT) Young Scholar Seminar Series for the 2001-02 year.

Service

Hales served as Graduate Coordinator, Master’s of Science in Community Development from July 2001- July 2002.

Hales was elected to serve a two-year appointment as the chair of the Community Interest Group in the Rural Sociological Society.

Hales served as the Program Chair for the 2002 meetings of the Alabama/Mississippi Sociological Association.

Hales assisted students in the Master’s of Science in Community Development program in the formation of the Community Development Honor Society and served as advisor.

Hales served as a member on the University Writing Committee.

Hales served as a member on the Delta Health Initiative Committee.

(2) Garry Jennings

Jennings developed and taught a new course, PSC 490: The Washington Semester. Jennings brought 12 students together to study public policy making and then to see it in action during a visit to Washington, DC. Students had the opportunity to visit with, among others, the Marshal of the U.S. Supreme, Sen. Thad Cochran, Brad Prewitt, Council to Sen. Cochran, and Walter Weber, litigator at the U.S. Supreme Court. Students witnessed crucial debates in Congress, met a number of prominent political actors, tours of historic sites, and visited to cultural and artistic exhibits. One particularly interesting tour was the home of Frederick Douglass, the great writers and former slave who worked with other Abolitionists before the Civil War. Students stayed at the Hostel International facilities on 11th Street, where they were able to meet students from all
around the country and the world.

The syllabus for PSC 103 was revised to integrate quantitative analysis with the standard philosophical analysis of politics at the introductory level. Additions include work with ArcView/GIS software in the Walters 260 computer lab.

A new course, Constitutional Theory, was developed during the summer and offered for the first time in the Autumn semester. It was taught at Yazoo City at the graduate level in association with the Yazoo City Partners Educational Project.

Scholarly and Creative Activities

"Democracy and Diversity: Student Attitudes toward Political Participation in 2000 General Election," presented by undergraduate political science major Alisha Bynum (with Garry Jennings) at the Mississippi Political Science Association Meeting, Gulfport, MS, 16-17 February 2001.

Revised and administered survey on diversity. This is the second administration of this instrument and was supported by the DSU Faculty Development Fund.


The Yazoo City Partners Education Project, proposal developed and presented to the Yazoo City Federal Correctional Institution to support a $100,000 federal government contract.

With Prof. Brent Hales, presentation of the results of the Spring 2000 diversity survey to the President's Cabinet and Academic Council.

Liberty Fund Scholar, including attendance at the Liberty Fund Colloquium, Rudyard Kipling on Imperialism, the Military, and Education as a Bulwark of Liberty, 18-21 October 2001, Savannah, GA.

Service
1. Chair, Tenure and Promotion Committee, Division of Social Sciences
2. Executive Director, Mississippi Political Science Association
3. Director, The Madison Center, Delta State University
4. Judge, State Finals, We the People Program, Jones County Community College, February
5. Co-organizer, 2001 Annual Meeting, Mississippi Political Science Association, Gulfport, MS
6. Judge, National Finals, We the People Program, Hyatt Regency Hotel, Washington, DC, April
7. Workshop Presentation: The Philosophical and Historical Foundations of the American Political System, for high school teachers, Crystal Springs High School, Mississippi
8. Moderator, Panel on Terrorism, Division of Social Sciences, Recital Hall, BPAC
**Faculty Development**
Attendance at the Liberty Fund Colloquium, Rudyard Kipling on Imperialism, the Military, and Education as a Bulwark of Liberty, 18-21 October 2001, Savannah, GA.

**Other**
The development, organization, and supervision of the Yazoo City Partners Education Project was clearly the most dramatic and intensive activity for the calendar year. Work focused on developing a working relationship among three groups: the Yazoo City Federal Correctional Institution; the faculty, administrators, and students at Yazoo City High School; and, Delta State University. Students from Delta State University were employed to work primarily as tutors and advisors to high school students at the high school, in enrichment work on campus at DSU, and on trips to Jackson, MS. The project has an annual budget of $100,000 and requires intensive interaction with all parties. The Project profits DSU by providing students with a unique service learning experience, a chance to encounter political and social attitudes of high school students, and Activities in The Madison Center

**(3) Albert B. Nylander, III**

**Courses Taught**
Introductory to Sociology, Sociology of Education, Sociology of Health and Illness (preparing for 2003), Racial and Cultural Minorities, Educational Secondary Social Studies Methods, Social Science Research Methods, Community Development Research Methods, Quantitative Reasoning, Criminology, Social Theory, University Supervisor of Social Science Student Teachers

**Professional Publications**


**Professional Presentations**

**Papers**
Hales, Brent and Albert B. Nylander III, Delta State University, Ralph B. Brown, Brigham Young University, and Denise Hampton, Delta State University

Nylander, Albert B., III, Thornell, John, Brown, Luther, and Myrtis Tabb
“Community Engagement in The Most Southern Place on Earth: Centers of Excellence,

Hales, Brent, and Albert B. Nylander III

GRANTS AND CONTRACTS

2002

2002-2005
Graduate Fellows in Community Development at Delta State University. “The Robert Hearin Foundation,” Jackson, MS. This proposal was written by Jerry Robinson, Jr. The amount funded was $300,000, for three years.

2000-2003
“Toward Excellence and New Policy from Delta Partners’ Participatory Research.” This proposal was written by Jerry Robinson, Jr., and will be directed by him. Nylander assisted in the development of this proposal. This is a National Research Initiative Competitive Grants Program, Rural Development, USDA. The amount funded: $130,000, July 1, 2000- June 30, 2003.

2002-2004
“Community Development Work Study Program (not funded).” Co-Principal Investigator. This proposal is a request for funding in support of five economically disadvantaged and/or minority students who will undertake full time study for the Master of Science in Community Development at Delta State University through the U.S. Department of Housing and Urban Development Community Development Work Study Program for the 2002-2004 funding cycle. The amount requested: $150,000, August 1, 2002 - August 31, 2004.

Professional Activities and Organizational Participation

Book Review/Manuscript (2001)
“Natural Resource Access and Interracial Associations: Black and White Subsistence Fishing in the Mississippi Delta.” For the Southern Rural Sociology: Journal of the Southern Rural Sociological Association. Editor Conner Bailey, Department of Agricultural Economics & Rural Sociology, Auburn University, AL.
President of AL/MS Sociological Association (2002)
Served as the 32nd President of this Association. We brought over a hundred people to the annual meeting in Cleveland.

Faculty Committees and University Service

Chair, Graduate Committees in the Division of Social Sciences, Master’s Degree in Education, Master’s Degree in Criminal Justice, and Master’s Degree in Community Development. 2002-2003.

Job Evaluation Committee 2001-2002
Service Learning Committee Delta State 2001-2002
Technology Committee Delta State 2001-2002
Faculty Administer of Bolivar Civic Club Award, 2002-2003

Served on graduate thesis committees for students in the division’s Master of Science in Community Development program.

The Division of Social Sciences was a partner in bringing the Annual International Conference of the Community Development Society (CDS) to Delta State University and Cleveland. An attendance in excess of 200 professionals from around the world participated.

(4) Jerry Robinson, Jr.

Teaching Activities:

Spring Semester 2001:
Taught a graduate seminar on “Sociology of Community.”

Led a new seminar on “Applied Rural Sociology,” using The Annenberg/CPE Collection on A Rural Communities: Legacy and Change.” This innovative series contains 13 one-hour videos which tell the stories of 16 diverse towns and how they have adapted. It explores the economic base, history, culture and social class differences found in rural communities. Students completed applied research exercises which enabled them to relate course content to real problems in delta communities. The course received high evaluations from the students.

First Summer Term 2001:
Created and led a new seminar on “The Art and Science of Proposal Writing.” This was a hands-on course where students came to the seminar with an idea for a project that they wanted to develop into a proposal and to obtain funding.

Fall Semester 2001
Taught a graduate seminar on “Sociology of Community.” Revised the syllabus to help students think more critically about community life and to provide a theoretical grounding for the practice of community development. Students evaluations improved as a result of revisions made in teaching strategies.

Scholarly and Creative Activities:

Journal Editor:
Completed my work as guest editor for a special issue of The Journal of the Community Development Society Volume 31, Number 2 on the theory and practice of community development with diverse populations. This issue of the journal contains 14 publications from authors throughout the world.

Research Grant:
Served as project director for a $130,000 grant from the United States Department of Agriculture through the National Competitive Research Grants Initiative. This project seeks to develop policy for that will undergird community and leadership development programs in the delta. Funds help support the work of one faculty associate in the Center for Community Development and four assistantships in community development graduate program.

DHHS National Review Panel:
Served as a member of a national review panel with nine scholars and practitioners who were appointed by the U.S. Department of Health and Human Service to evaluate its national programs in Rehabilitation Research and Service in Rural Areas.

$5,000 Grant to Revitalize the MS Chapter of The Community Development Society: Prepared and submitted a successful proposal for a $5,000 grant from The Community Development Society to revitalize the Mississippi Chapter of CDS and to enhance the participation of Mississippians in the organization.

Service:
$90,000 Grant for Hearin Fellowships:
Prepared proposal to the Robert M. Hearin Support Foundation and helped the Division of Social Sciences obtain a grant of $90,000 to support Hearin Fellowships in community development for academic years 2001, 2002 and 2003.

Grant for Project YES!
Prepared successful proposal for a $50,000 Youth Engagement Strategies grant from the W. K. Kellogg Foundation and revised to proposal to obtain additional funding in the summer of 2001. Youth in three small delta communities are leading human resource and community development projects in their home towns. Currently seeking funds to expand this program to Cleveland.

Led the Successful Effort to Bring the Annual International Conference of the Community
Development Society (CDS) to Delta State University and Cleveland: Worked with the Division of Continuing Education, the Division of Social Sciences, the Center for Community Development, the City of Cleveland, and the Bolivar/Cleveland Chamber of Commerce to submit a successful bid for hosting the 2002 Annual International CDS conference during July of 2002. Obtained funds and door prizes from the private sector in excess of $10,000 to help market the conference. An attendance in excess of 300 professionals from around the world is anticipated.

Faculty Development:

Presentations at Professional Meetings:
Co-authored and made presentations with Professor Brent Hales at the 2001 annual meeting of the Rural Sociological Society and the Community Development Society.

Other:

Three Unsuccessful Proposals:
Worked with faculty in the Division of Social Sciences and the Director of the Center for Community Development to prepare and submit three proposals that were not funded. Each of these proposals has been revised or will be revised and submitted again for funding during 2002.

Served on a national review panel for the National Institute for Rehabilitation Research in Rural America, National Institute of Health, Department of Health and Human Services, Washington, DC, August 2001.

Revised and prepared ten action learning modules on “Process Skills in Community Organizations,” for electronic publication by the Center for Community Development and Lower Mississippi Delta Service Corps, Inc. More than 1,000 pages of text and activity material.
Learning module topics are:

- Understanding and Developing Process Skills in Community Organizations, with Anita Smith
- Organization Styles in Community Organizations, with Dr. Andy Jones
- Leadership Roles in Community Organizations, with Roy A Clifford
- Team Skills in Community Organizations with Anita Smith
- Managing Conflict in Community Organizations
- Managing Change in Community Organizations
- Communications in Community Organizations, with Anita Smith
- Motivating Others to Achieve Objectives, with Deborah Moore
- Understanding and Overcoming Prejudice in Community Organizations
- Managing Games in Community Organizations

Presented research paper at the Annual Meetings of the Community Development Society, Duluth, Minnesota, July, 2001 and the Rural Sociological Society in Albuquerque, NM, in
August 2001.
Served as Senior Principal Investigator for a research project titled “Toward Excellence in Delta Partners’ Participatory Research,” a project funded for $130,000 by the U.S. Department of Agriculture, National Research Competitive Grants Program.

Prepared successful proposal in December of 2001 for the Division of Social Sciences to the Robert M. Hearin Support Foundation for a grant of $100,000 per year for three years to support Hearin Fellowships in DSU Master of Science in Community Development Program. Funding will begin in August 2002.

Served on graduate thesis committees for three students in the division’s Master of Science in Community Development program. Directed one thesis.

Served on the practicum committee for two students in the division’s Master of Science in Community Development program.

Represented the Rural Sociological Society and spoke at the “Sixth Annual National Rural Development Conference” sponsored by the US Department of Agriculture’s Office of Community Development in Kissimmee, Florida, June 2002.

Helped Anita Smith, Program Coordinator, and Dr. Myrtis Tabb, Director of the Center for Community Development prepare a proposal titled “Delta Partners Initiative Youth Engagement Strategies Program” that was funded for $120,100 by the W. K. Kellogg Foundation for two years beginning in July 2002. This program will target diverse teams of 10th grade youth in the Cleveland Public Schools and adult mentors in the City of Cleveland.

(5) Mark Routman

Routman served as the department’s representative to the faculty senate.

Routman served on departmental search committees. He also served on the undergraduate curriculum committee and participated in the monitoring and possible changes to the undergraduate catalogue.

Routman has developed a new course, “Social Problems.” He has put in a great deal of time reading and planning for the course.

Routman is a member of the department tenure and promotions committee.

Routman has been on several masters’ committees and have participated in the oral exams and thesis reviews which are a part of that process.

Routman has written two books over the course of the last year. One book, in need of revision at this time, deals with “Suggestions for Newlyweds and Engaged Couples in order to Help Create a
Happy Marriage.” I am currently in the process of searching for an agent to help me get the book published. The other book is a mystery novel that involves a Sociologist and relates to what I do academically in that it gives the reader, in a non-academic way, insight into the thinking of a Sociologist. This book is also in need of some revision and I am currently looking for an agent and a publisher for it. The process of publication and agent search is a time consuming and demeaning endeavor.

(6) Arlene Sanders
Teaching Activities:

In an effort to ensure that the ideas of the politics of government seem more realistic and applicable to the student’s everyday life, field trips and guest-speakers are used to enhance the information presented through class lectures and discussions.

Scholarly and Creative Activities:

In collaboration with Daniel Vassel, I presented a workshop on “Diversity.” This workshop was presented in behalf of the Delta Reads Project.

Service:

The Agora Club, Advisor
Undeclared Students, Advisor
Student Organization Committee, Member
Shaw Optimist Club, Charter Member and Two Year Board Member

Faculty Development:
Enrolled in the following courses:
COD 575
COD 680
COD 698

Attended the following meetings:

Journey’s Home Institute I and II
Mid-South Delta Initiative, Cross-Site Meeting
Mississippi-Alabama Sociological Association Annual Conference

(7) Bruce Seivertson

Seivertson presented two papers at the Association of American Geographers (AAG) in Los Angeles. He was also elected Chair of the AAG Geography Education Speciality Group.

Severtson also served as a Moderator for the session at the Alabama/Mississippi Sociology Meeting here at DSU.

“Lonely Geographers: The Necessary Curriculum for Small Geography Departments,” at Association of American Geographers annual meeting, Los Angeles, CA
“Teaching Methods: An Informal Discussion,” at Association of American Geographers annual meeting, Los Angeles, CA