

SOCIOLOGY/ANTHROPOLOGY AND EDUCATIONAL STUDIES: *DEPARTMENT-SPECIFIC REQUIREMENTS CHART*

	Course Major: Sociology/ Anthropology & Educational Studies	Course Major: <i>Sociology/ Anthropology & Educational Studies</i> with SOCIAL STUDIES Secondary Teacher Certification	<i>Educational Studies</i> Major with SOCIAL STUDIES Secondary Teacher Certification	<i>Sociology/Anthropology</i> Major and <i>Educational Studies</i> Minor with SOCIAL STUDIES Secondary Teacher Certification
Sociology /Anthropology Requirements (SOAN)	Total: 5 credits including: – Introduction to Anthropology – Introduction to Sociology – 3 additional Soc/Anth courses	Total: 5 credits including: – Introduction to Anthropology – Introduction to Sociology – 3 additional Soc/Anth courses	Total: 5 credits including: – Introduction to Anthropology – Introduction to Sociology – 3 additional Soc/Anth courses	Total: 8 credits – Introduction to Anthropology – Introduction to Sociology – 1 Methods course – 5 credits of choice
Thesis/ Comprehensive	Total: 1-2 credits (Ed Studies) – 1 credit thesis – 2 credit thesis – Honors seminar capstone project	Total: 1-2 credits (Ed Studies) – 1 credit thesis – 2 credit thesis – Honors seminar capstone project	Total: 1 or 2 credit – 1 credit thesis – 2 credit thesis – Honors seminar capstone project	Total: 2 credits – SOAN 96 – SOAN 97
Additional Departmental Requirements	Program must include one of the following methods courses: – EDUC 65 Qualitative Methods for Educational Change – SOCI 16B Research Methods in Social Science – EDUC 21 Educational Psychology	Total: 5 credits – HIST 003, 004, 006, 008 or 009 – HIST 005A, 005B, 007A or 007B – ECON 001: Introduction to Economics – POLS 002: American Politics <u>or</u> POLS 024: American Constitutional Law – POLS 003 Comparative Politics or 004: International Politics	Total: 5 credits – HIST 003, 004, 006, 008 or 009 – HIST 005A, 005B, 007A or 007B – ECON 001: Introduction to Economics – POLS 002: American Politics <u>or</u> POLS 024: American Constitutional Law – POLS 003 Comparative Politics or 004: International Politics	Total: 5 credits – HIST 003, 004, 006, 008 or 009 – HIST 005A, 005B, 007A or 007B – ECON 001: Introduction to Economics – POLS 002: American Politics <u>or</u> POLS 024: American Constitutional Law – POLS 003 Comparative Politics or 004: International Politics
Educational Studies Requirements	Total: 5 credits in Educational Studies	9.5 credits in Educational Studies: Refer to Secondary Certification Educational Studies Courses (does not include EDUC comprehensive credits)	Total 10-11 credits in Educational Studies: Refer to Secondary Certification Educational Studies Courses (does not include EDUC comprehensive credits)	Total 9.5 credits in Educational Studies: Refer to Secondary Certification Educational Studies Courses

Additional Notes:

1. This chart lists only the Sociology/Anthropology Department requirements for majors and/or secondary certification. The required Educational Studies courses for certification are described elsewhere.
2. Occasionally departments have special offerings that may fulfill the required content. Please meet with your advisor or department chair to discuss such opportunities.
3. The Department of Educational Studies works closely with each individual student to determine a semester-by-semester plan.
4. Please see the Chair of the Department of Educational Studies to design a plan that includes Honors.

Mission Statement for Secondary Social Studies Education Certification Programs

The Secondary Social Science and Social Studies Education certification programs engage students in the investigation of educational theory, policy, research, and practice. Candidates for certification develop their pedagogical content knowledge in social science or social studies education as well as their general knowledge of the subject. The program encourages undergraduates to think critically and creatively about the processes of teaching and adolescent learning and about the place of education in society. The program is committed to preparing students to employ evidence-based practice. Instructional practice, including the use of technology and assessments, are designed to enable preservice teachers to meet the needs of all students, including those with learning differences, and with consideration for racial, ethnic, linguistic and/or social economic diversity.