

Content Guidelines/Standards Matrix

College/University University of Detroit Mercy Code CF

Source of Guidelines/Standards Michigan Test for Teacher Certification 2001 Program/Subject Area Sociology

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
1.0	Foundations: Prerequisite Concepts and Skills	
1.1	Identify sociological terms, concepts, and theories: includes characteristics of the sociological perspective; sociological terms and concepts; and major sociological theories and theorists.	Foundation provided in SOC 100 Introduction to Sociology, reinforced in all other courses, developed in SOC 409 Social Science Theories. SOC 100 is designed for students to gain an appreciation for the sociological perspective and learn basic terms and theories developed by sociologists. The students acquire these concepts and skills through readings from James Henslin’s <i>Essentials of Sociology</i> , lectures, quizzes, and examinations. Other courses build upon understanding of major sociological theories while concentrating on a specific area of sociology. For example, in SOC 210 Cultural Anthropology the students are presented with opportunities through traditional teaching methods, literature, field interviews, and film to learn about the breadth of applied and theoretical issues in the field of cultural anthropology. SOC 303/CJS 415 Juvenile Justice involves the students in a wide array of theoretical positions about juvenile justice in America. In addition to the assignments and projects previously explained, the students engage in a service project and in five “Web Assignments,” which allow the students to review and react (written and class discussion) to juvenile justice issues of an historical nature as well as current

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
1.1 (cont.)	Identify sociological terms, concepts, and theories: includes characteristics of the sociological perspective; sociological terms and concepts; and major sociological theories and theorists.	<p>concerns. Specific questions facilitate the writing and discussions. In SOC 409 Social Science Theories, the students participate in a variety of interactive processes designed to help them become more familiar with social theory and to learn how to apply social theory to contemporary issues from around the world. In addition to the usual work related to texts, lectures, and discussion, students follow a prescribed process to write a research paper about a sociological theory or theorist's work and present their findings to the class. SOC 430 Ethnic and Race Relations provides the students with another focus on major sociological theories which guide the study of sociology in general and ethnic and racial relations in particular. Once again a variety of strategies and assignments support learning: textbook readings, lectures, and discussions; field interviews and reports with solution possibilities; film analysis which focus on identifying the racial problem and possible solutions, and a final reflection compositions that requires the students to synthesize their understandings and insights about sociological theory, especially as applied to ethnic and race relations. Students learn and practice how to teach sociological concepts and skills to secondary students in their Education courses. EDU 402 Introduction to Secondary Education requires the students to complete 30 hours of field experience in a secondary classroom of their major and/or minor. Guidelines for presenting the action research and evaluation include explanation and discussion of nomenclature and sociologist and theories observed being used and/or presented in the 9-12 grade Sociology classroom. In EDU 440 School and Society and EDU 514 Society and Education, candidates use sociological concepts, vocabulary, theories, and theorists as they study the sociological implications of formal and informal, structured and unstructured education and society's impact on American education. Candidates for Sociology certification take EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies and focus the objectives of the readings (MDE and other education electronic sites and writings), unit and lesson planning (Plans must include objective-based assessments.), and other class assignments on demonstrating that the candidate is prepared to teach Sociology concepts to secondary students. During the candidate's student teaching assignment, EDU 490 Student Teaching in the Secondary Schools, he/she is placed in a Sociology classroom as part of the semester's experience, usually with other Social Studies (depending on the candidate's major) 9-12 grade assignments. The Co-operating Teacher and University Supervisor evaluate and provide continuous feedback to the candidate about her/his ability to help 9-12 grade students learn these sociological terms and concepts. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.</p>

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
1.2	Understand research techniques used by sociologists: includes types and characteristics of sociological research techniques; and appropriate techniques for various sociological research needs.	Foundation provided in SOC 100 Introduction to Sociology, reinforced in all courses, developed in STA 225 Statistics, SOC 470 Research Methods. In SOC 100 , the students study the theories and work of sociologists such as Jane Adams, James Henslin, Emile Durkheim, Talcott Parsons, Auguste Comte, W.E.B. Du Bois, and Max Weber. Through classroom lectures, discussions, and examinations, the students learn how sociologists conduct research. In STA 225 Statistics , students learn some basic statistical terminology and measurement methods for sociological research (Measures of Central Tendency, Measures of Dispersion, Correlation, Regression, Probability Addition Rule, Hypothesis Testing, Chi-square et al) and demonstrate their abilities to apply them with written assignments built from chapters in Victoria Mantzopoulos's <i>Foundations in Statistics</i> . A written research based paper/critique/reflecting/analysis/experiment about appropriate sociological topics with oral presentation is required in: SOC 210 Cultural Anthropology, SOC 303/CJS 415 Juvenile Justice, SOC 409 Social Theory, SOC 430 Race and Ethnic Relations, and SOC 452 Problems in Contemporary Society . In SOC 470/CJS 492/HUS 499 , the students will encounter and use the standard research design to investigate, write, and present a paper about issues of current concern in the behavioral sciences. Students also prepare a portfolio about their understandings, skills, and perceptions concerning Sociology and present it to the class. As explained in Standard 1.1, candidates use this knowledge in their Education classes and learn how to teach Sociology research techniques to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
2.0	INDIVIDUALS, GROUPS, AND SOCIAL INTERACTION	
2.1	Understand socialization processes: includes agents of socialization; socialization processes; types, characteristics, and goals of socialization at various stages of the life cycle; and the relationship between socialization and gender roles.	Foundation provided in SOC 100 Introduction to Sociology In SOC 100 social inequality is studied through reading and discussion of the appropriate chapters in James M. Henslin's <i>Essentials of Sociology</i> . In SOC 210 Cultural Anthropology , units such as "Biological Diversity and Race," "Marriage," and "Gender" use lecture, readings, videos/movies, and writings/presentations to facilitate students' understanding of socialization processes. Such knowledge is invaluable to understanding teen age development and behavior and to developing appropriate instructional methods for teaching Sociology concepts and skills to students in grades 9-12. As explained in Standard 1.1, candidates use this knowledge in their Education classes and learn how to teach socialization processes et al during various stages of life and their relationship to gender roles to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
2.2	Understand the relationship between culture and personality: includes social factors that contribute to the development of personality and self-image; and the effects of culture on personality.	<p>Concept introduced in SOC 100 Introduction to Sociology, developed in SOC 210 Cultural Anthropology, and SOC 430 Ethnic/Race Relations. In SOC 100, the relationship between culture and personality is studied through readings from Henslin’s <i>Essentials of Sociology</i> (“Chapter 2-Culture,” “Chapter 3-Socialization,” “Chapter 4 Social Structure and Social Interaction.”), lectures, discussions, and quizzes. SOC 210 includes readings, lectures, discussions, videos, and required papers designed to deepen understanding of the effects of culture on personality. Three specific topics demonstrate this: “Families, Kinship, and Descent;” “Gender with video about Masai Women;” “Religion and Culture;” and “Cultural Exchange and Survival.” Through readings, discussion, field interview with written assignment, film analyses, and a final reflection paper in SOC 430, students gain deeper insights about the relationship between culture and personality through their study of ethnic and racial relations in the world and USA, throughout history and during contemporary times. Once again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach the relationship between culture and personality development to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.</p>
2.3	Understand the formation of the individual values, beliefs, and attitudes: includes the formation of values, norms, beliefs, and attitudes, and their relationship to social, cultural, and economic factors.	<p>Concept introduced in SOC 100 Introduction to Sociology, developed in SOC 210 Cultural Anthropology, SOC 303 Juvenile Delinquency, and SOC 430 Ethnic/Race Relations. Chapters 8 and 9 in Henslin’s text provides a foundation about social class and economic factors so the students can discuss and write in depth about a specific aspect or generally in SOC 100 and future classes. SOC 210 enhances the students’ abilities to explain and interpret the relationship between culture and individual behavior through readings, lectures, and discussions about the way individual beliefs and attitudes are formed. Conrad Kottak’s text, <i>Anthropology: The Exploration of Human Diversity</i> provides the foundation for student exploration of these factors through study of films and individual interviews. They demonstrate their insights by participating in class discussions and the final anthropological debate which requires the use of PowerPoint, writing papers, and writing two examinations. SOC 313 covers the history and philosophy of juvenile justice in America and the impact of present societal reforms on the juvenile system.</p> <p>Written web-based assignments require the students to analyze the factors that contribute to a juvenile ending up in the court and child care systems. A service learning project involves students in a hands-on experience to deepen their understandings. In SOC 430, students examine and discuss major sociological theories which guide the study of sociology in general and ethnic and racial relations in particular. Richard T. Schaefer’s <i>Racial and Ethnic Groups</i></p>

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
2.3 (cont.)	Understand the formation of the individual values, beliefs, and attitudes: includes the formation of values, norms, beliefs, and attitudes, and their relationship to social, cultural, and economic factors.	provides the foundation for understanding the unique forces of various ethnic and race on the formation of individual values, beliefs, and attitudes. The students complete three field interview analysis papers, three film analysis papers, and a final reflection paper in which they demonstrate their understanding of these factors. Their knowledge is basic to class discussions. Once again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach the ways individual beliefs and attitudes are formed and their relationship to social, cultural, and economic factors to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
2.4	Understand theories and consequences of deviance, and methods of social control: includes theories of deviance; individual and social consequences of deviance: and agents and methods of social control.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems and SOC 303 Juvenile Delinquency. The foundation for understanding theories of deviance and methods of control is provided to students in Chapter 6 of Henslin's text in SOC 100 . Additional chapters explore the concepts through study of USA social class, inequalities of race and ethnicity, inequalities of gender and age, marriage and family, as well as population and urbanization. SOC 303 covers the influence of the family, media, peers, socioeconomic status, drugs, gang affiliation, and schools in detail. SOC 452 studies the role that sociology has in explaining the issues surrounding the functioning of contemporary society. The history and extent of social problems and their repercussions are also studied. A deeper understanding is gained through readings and discussions based on two texts: Nancy Kleniewski's <i>Cities, Change, and Conflict—A Political Economy of Urban Life</i> and Wayne Wooden and Randy Blazak's <i>Renegade Kids, Suburban Outlaws—From Youth Culture to Delinquency</i> . Students demonstrate that they are able to apply social theory to these issues by conducting a research project following the sociological research process and requirements for written and oral presentations. Once again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach these theories and consequences of deviance and the agents and methods of social control to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
2.5	Identify types and functions of groups: includes characteristics of various types of groups, group structures, and group functions.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. Understanding types and functions of a variety of groups is basic to understanding all aspects, concepts, theories, and skills of sociology and the work of sociologists. Henslin's Chapter 5—Social Groups and Formal Organizations is not listed in the SOC 100 Course Outline, because the instructor determined that the students already had a foundation and that enhancement of group understanding could be handle through lecture and class discussion as necessary in the study of the other chapters. Examination and quiz questions confirm that students leave the class with a fundamental understanding of groups and their functions. SOC 430 enhances the students' understandings and insights about groups through its study of theories about ethnic and racial relations. Again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach about groups and their functions to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
2.6	Understand group processes: includes processes and interactions that occur within and between groups.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations, SOC 452 Contemporary Social Problems. Please see the discussions about SOC 100 and SOC 430 in Standard 2.5. SOC 452 requires understanding of groups and interactions within and between groups as they study in depth problems in contemporary society. James Henslin's <i>Social Problems</i> builds on the foundation established from his text used in SOC 100. The students' research project, no matter its specific topic/hypothesis, requires students to use and demonstrate their understandings about groups. Again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach about groups and their processes and interactions with other groups to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
2.7	Understand types of communication, their functions, and their significance: includes types, characteristics, and functions of verbal, nonverbal, and symbolic communication; the development and significance of the mass media; and the functions, applications, and significance of propaganda.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. As part of the initial topics and Henslin's chapters 1 through 4, "Sociological Perspective," in SOC 100 , students gain a strong foundation about all aspects of communication. Later studies concern the significance of mass media and technological/electronic (internet, cell phones et al) communication. SOC 430 uses these understandings and broadens the students' insights as they study the concepts which guide the study of ethnic and racial relations. Teaching methods and student assignments as explained in previous standards demonstrate that students have accomplished this standard. Again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of communication to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
3.0	SOCIAL ORGANIZATION	
3.1	Understand the determination and implications of social status in various kinds of societies: includes types and characteristics of status; factors that determine an individual's status; and the effects of various status designations on the individual.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 210 Cultural Anthropology. Through the teaching strategies and student assignments in SOC 100 explained in previous standards, students develop a foundation about the aspects of social status and their effects. Chapter 7-Global Stratification and Chapter 8—Social Class in the United States provide the basics. Issues emanating from race, ethnicity, gender, age, marriage, family, population, and location are studied in later readings, lectures, discussions; and student understanding is demonstrated by class assignments. SOC 210 establishes the foundation for study of these issues of social status in its initial topics about the nature of anthropology, biological diversity, methods and ethics in cultural anthropology, and language and communication. The final topics use this knowledge to study how family, kinship, descent, marriage, gender, religion, and culture impact social studies and deal with the effects of status designations on the individual. Again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of social status to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
3.2	Understand the formation and acquisition of roles in various kinds of societies: includes factors that determine roles; role types and numbers; and the consequences of multiple roles on the individual.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 210 Cultural Anthropology, SOC 303 Juvenile Delinquency, SOC 430 Ethnic/Race Relations. The early topics of SOC 100 (Foundation theories, sociologist research/writings, nomenclature explained in Henslin's text.) provide the stage for student to understand the formation and acquisition of roles in society and the effects of multiple roles on the individual. The discussions and assignments in SOC 210 give students the opportunity to consider and analyze cultural practices from different perspectives. While studying the impact of language and communication, the differences among groups and genders, families, marriage, religion, the roles of individuals in different situations are also studied. Both SOC 303 and SOC 430 include the understanding of roles and the consequences of multiple roles on individuals as they pursue their studies of juvenile delinquency and ethnic/race relations. Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. Again, these concepts are used in the education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of individual roles to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
3.3	Understand kinship, marriage, and family systems: includes types, characteristics, roles and functions related to various kinship, marriage, and family systems.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 210 Cultural Anthropology, SOC 430 Ethnic/Race Relations. Aspects of kinship, marriage, and family systems are studied in SOC 100 through readings, related lectures, and discussion of chapters in Henslin's text: Chapter 4-Social Structure and Social Interaction; Chapter 12-Marriage and Family. Additional chapters (7-Global Stratification, 8-Social Class in the United States, 9-Inequalities of Race and Ethnicity, 10 Inequalities of Gender and Age also include basic study about kinship, marriage, and family systems. Both SOC 210 and SOC 430 continue the study as they investigate concepts of cultural anthropology and ethnic/race relations. Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of kinship, marriage, and family systems to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
3.4	Understand the types of political systems: includes types and characteristics of various political systems; power and authority in various political systems; the functions of government; and the basic rights and responsibilities of U.S. citizens in relation to citizens of other political systems.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. Issues of political systems and the basic rights and responsibilities of U.S. citizens compared to citizens of other political systems are studied appropriately throughout the topics and Henslin's chapters in SOC 100 . Chapter 4-Social Structure and Social Interaction, along with lectures and discussions provides the basic nomenclature needed to understand political systems. SOC 430 , as well as SOC 452-Problems in Contemporary Society and SOC 470 Research Methods , give students the opportunity to consider the impact of the functions of government and its power and authority through research and projects specific to the class foci. Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of political systems to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
3.5	Understand types of	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	economic systems: includes types, characteristics, bases, functions, and goals of traditional and contemporary economic systems.	Ethnic/Race Relations. In SOC 100 the aspects of economic systems are covered through lectures, class discussions, and student assignments built from the information provided in Henslin’s text, Chapter 4-Social Structure and Social Interaction. The text also includes two additional chapters, 11-Politics and the Economy and 15-Social Change: Technology, Social Movements, and the Environment which students use for reference as economic concepts are studied as part of other topics such as inequalities of race, gender, age and marriage and family and for individual assignments and research projects. They were not listed in the “Course Outline” of the syllabus, because the instructor had determined that students had sufficient pre-knowledge of the concepts and they could be addressed appropriately as other topics were studied. SOC 430 addresses the unique issues of economic systems as they relate to ethnic/race relations. Students demonstrate their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of economic systems to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
3.6	Understand the educational systems: includes the structure, function, and role of education; and the relationship of education to other social institutions.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. Educational systems—structure, function, role, and relationship to other social institutions are integral to the topics studied in SOC 100, SOC 430 . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. Education systems and their relationship to other social institutions are the focus of EDU 440-School and Society and/or EDU 514 Society and Education (See Standard 1.1 explanation.). Through an interactive lecture format with frequent class discussions and a series of student led presentations about these aspects of education, students enhance their knowledge of sociological concepts by applying them to their study of education and society. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of educational systems to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
3.7	Understand religious	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. Henslin’s chapter 13-Education and Religion is not listed as a topic in the SOC

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	institutions: includes the structure, function, and role of religious institutions; and the relationship of religious institutions to other social institutions.	100 Course Outline. The instructor chose not to include it as a separate topic during that semester as students had demonstrated that they already possessed a strong foundation in the structure and function of religious institutions and their relationship with other social institutions. Additionally, the instructor infuses the topic of religious organizations and functions as appropriate in other topics such as socialization, culture, marriage and family, inequalities of race, gender, and age. In SOC 430 , one can not study historical and current ethnic and race relations in the United States or the world without naturally including the role of churches and religious figure in the various human and civil rights movements. Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. EDU 440 and EDU 514 include religious and other non-public schools in their study of schools and society. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of religious institutions to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.0	SOCIAL STRATIFICATION AND CHANGE	
4.1	Understand the socioeconomic stratification and class in contemporary society: includes forms of inequality and their bases, characteristics, effects, and significance; and factors contributing to class inequality.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems. After the introductory sessions in SOC 100 , issues of socioeconomic stratification and class are studied specifically during the final third of the course: Chapter 7-Global Stratification, 8-Social Class in the United States, 9-Inequalities of Race and Ethnicity, 10-Inequalities of Gender and Age. The issues of inequality are also studied as they impact other topics such as deviance and social control, marriage and family, and population and urbanization. Probably due to the location of UDM in the midst of an African-American, urban community, many students choose to do research about socioeconomic stratification and to study related issues in SOC 452 as well as in other courses' assignments, such as SOC 430 Race and Ethnic Relations . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of socioeconomic stratification to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.2	Analyze racial and ethnic stratification in contemporary society:	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems. As explained in Standard 4.1 and other standards. Analysis of racial and ethnic stratification factors is studied in SOC 100 through a variety of strategies and assessment

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	includes factors, effects, and significance of racial and ethnic stratification.	practices. The study continues appropriately in other Sociology courses, especially in SOC 430 and SOC 452 . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of racial and ethnic stratification to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.3	Analyze age and gender stratification in contemporary society: includes factors, effects, and significance of age and gender in stratification.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems. Specific analysis of age and gender stratification occurs in SOC 200 during the sessions dealing with inequalities of gender and age, Henslin's Chapter 10. The study continues appropriately in other Sociology courses, especially in SOC 452 . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of age and gender to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.4	Analyze social mobility in contemporary societies: includes channels and determinants of social mobility; factors that facilitate and inhibit social mobility; and the implications of social mobility trends.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations, SOC 452 Contemporary Social Problems. Chapter 8-Social Class in the United States in Henslin's text is used to teach students about issues of social mobility in SOC 100 . These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of social mobility to students in 9-12 grades in their methods classes. The study continues appropriately in other Sociology courses, especially in SOC 430 and SOC 452 . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of social mobility to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.5	Understand culture and cultural variation: includes components of culture;	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 210 Cultural Anthropology. In SOC 100 , Henslin's Chapter 2-Culture and Chapter 7-Global Stratification provide the basis for understanding culture and cultural variation. SOC 210

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	sources and explanations of cultural variation; and factors that promote or inhibit cultural variation.	devotes its entire study to helping students understand the components of cultural variation through lessons built from readings in Conrad Kottak's <i>Anthropology: The Exploration of Human Diversity</i> . Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of cultural variation to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.6	Understand social continuity and change: includes sources, processes, and mechanisms of social integration, continuity, conflict, and change.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems. Social change and continuity are specifically studied in the final sessions of SOC 100 , once again based on the foundation provided in Henslin's Chapter 14. SOC 452 focuses on the social problems emanating from change, lack of continuity in individuals and groups as well as other causes. Students prove their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of change and continuity to students in 9-12 grades in their methods classes. As change is constant in educational institutions, EDU 440 School and Society and EDU 514 Society and Education devote considerable time to preparing candidates to cope with constant change throughout their professional careers. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.7	Understand urbanization and industrialization: includes effects of societal factors contributing to	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 452 Contemporary Social Problems. SOC 100 calls for students to understand urbanization and industrialization and related aspects during the final sessions of the course. Henslin's Chapter 14- Population and Urbanization forms the basis for the study and student assignments. As Henslin's text,

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	urbanization and industrialization; and the effects of modernization on individuals, families, and communities.	<i>Social Problems</i> is the basis of study in SOC 452 , students deepen their understanding through the topics studied and the choice of topic for their field research project and paper. Students demonstrate their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of urbanization and industrialization to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
4.8	Understand types of social movements, their origins, and their impact: includes types, functions, characteristics, methods, and goals of social movements; and factors contributing to social movements and revolutions.	Concept introduced and reinforced in SOC 452 Contemporary Social Problems. Through their literature search for their field research project and paper in SOC 452 , students reach understanding about the aspects of social movements as related to their topic. While the syllabus for SOC 100 does not list Henslin's Chapter 15-Social Change: Technology, Social Movements, and the environment, the characteristics of social movements are studied as part of the sessions about race, ethnicity, gender, age, deviance and social control, marriage and family, and population and urbanization. Obviously courses such as SOC 303-Juvenile Justice and SOC 430-Race and Ethnic Relations include social movements that were/are designed to address those specific issues. In SOC 470 , students use K. Fintersbusch's <i>Taking Sides: Clashing Views on Controversial Social Issues</i> to select topics for their research project, paper, and class presentations and as a guide for their work. As social movements always impact schools and education policy, knowledge gained in these Sociology classes is applied to studies in EDU 440 School and Society and EDU 514 Society and Education . These concepts are used in other Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of social movements These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of urbanization and industrialization to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.0	U.S. SOCIAL PROBLEMS	
5.1	Analyze the issues concerning race and ethnic relations in the United	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. Nomenclature, theories, and sociologists and their ideas about race and ethnic relations in the United States are studied generally in the introductory sessions of SOC 100 . Sessions

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	States: includes concepts related to race and ethnic relations; and factors involved in the origin and continuation of racism and prejudice.	later in the course study specifically issues of social inequality: race, ethnicity, gender, and age. Specific chapters in Henslin's text (7, 8, 9, and 10) provide the foundation for class readings, lectures, and student assignments. SOC 409-Social Theory , SOC 430-Ethnic/Race Relations , and SOC 452-Problems in Contemporary Society each contribute more depth to students' understanding of issues concerning race and ethnic relations. Students demonstrate their understanding through means explained in previous standards: lecture participation, class discussion, research projects, group and individual analysis and criticisms of readings, viewings, presentations, and written work based on paper and electronic research, and field interviews, observations, and/or research. These concepts are used in the Education courses (Explained in Standard 1.1); and students learn how to teach about these aspects of ethnic and race relations to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.2	Understand issues related to the achievement of equal rights in the United States: includes barriers in achievement; examples of institutional discrimination; and channels for gaining equal rights.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations. As explained in Standard 5.1, students have repeated opportunities to demonstrate their insights about issues related to the achievement of equal rights in the USA. Similar methods and student assignments in SOC 100 and SOC 430 explained in previous standards are used to deliver these concepts to students. As Education organizations, schools, and people are an integral part of the equal rights movement, the sociological concepts learned in Sociology classes are applied in Education courses, especially in EDU 440 School and Society and EDU 514 Society and Education . Students learn how to teach about these aspects of the equal rights movements to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.3	Analyze poverty and the social welfare system in the United States: includes contributing factors and the effects of urban and rural poverty and the major characteristics, goals, programs, benefits, and limitations of the U.S. social welfare system.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 303 Juvenile Delinquency, SOC 430 Ethnic/Race Relations. As explained in previous standards, analysis of poverty and the US social welfare system are accomplished in readings, lectures, discussions, and student assignments in SOC 100 , SOC 303 , and SOC 430 about the condition and system. Once again, both poverty and the social welfare system have an intimate connection to education and are addressed in Education courses, especially in EDU 440 School and Society and EDU 514 Society and Education . Students learn how to teach about these aspects of the poverty and the USA social welfare system to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.4	Understand crime and the criminal justice system in the United States: includes types and characteristics of	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 303 Juvenile Delinquency, SOC 430 Ethnic/Race Relations. In SOC 100 , Henslin's Chapter 6-Deviance and Social Control provides the foundation for study of crime and the US justice system. Chapters 8, 9, and 10, through the study of social inequalities also present additional opportunities for students to gain insights about all aspects of crime and criminal justice and the roles of sociology and sociologists

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	crime, and their trends; factors that promote crime; and components, characteristics, goals, and current issues in criminal justice.	in explaining and recommending ways to address the consequences of crime on individuals and society as a whole. As explained in previous Standards, SOC 303 and SOC 430 address these issues in more detail and breadth. Schools are not immune to crime and work closely with the justice system to provide education to all students. Educations courses, therefore, include issues of crime and the USA justice system in their classes and student assignments. Students learn how to teach about these aspects of crime and the USA criminal justice system to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.5	Understand contemporary ecological issues in the United States: includes major terms and concepts; ecological problems and their relations to society; and intervention methods for ecological problems, their social costs, and their benefits.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations, SOC 452 Contemporary Social Problems. Practices similar to those explained in previous Standards for SOC 100 , SOC 430 , and SOC 452 are used to help students understand contemporary ecological issues in the USA. Again, the Education courses address issues of ecology as they impact schools, budgets, students, and communities. Students learn how to teach about these aspects of ecology to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.6	Understand U.S. population trends and processes: includes trends, processes, characteristics, costs and benefits of various approaches to population growth.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations, SOC 452 Contemporary Social Problems. Population trends are addressed through readings, class strategies, and student assignments in SOC 100 that are based on Chapters 9-Inequalities of Race and Ethnicity, 10-Enequalities of Gender and Age, and 14-Population and Urbanization in Henslin’s text. Instructor’s methods and student assignments as explained in previous standards for SOC 430 and SOC 452 are used to help sociology students learn about population trends and processes. The Education courses address issues of population trends and processes as they impact schools, budgets, students, and communities. Students learn how to teach about these aspects of population trends to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.7	Analyze urban problems in the United States: includes urban trends and problems; contributing factors and effects of urban problems;	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 303 Juvenile Delinquency, SOC 430 Ethnic/Race Relations, and SOC 452 Contemporary Social Problems. Throughout all its colleges and programs, UDM is committed to urban education as part of its mission. Analysis of urban problems is basic to studies in SOC 100 , SOC 303 , Soc 430 , and SOC 452 . Methods and student assignments used to ensure that students can analyze urban problems in the

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	and methods for alleviating urban problems.	USA are similar to those explained in previous standards. The Education courses address issues of urban problems as they impact schools, budgets, students, and communities. Students learn how to teach about these aspects of urban problems to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.8	Understand issues related to aging in the United States: includes trends in U.S. health and longevity, and their social implications; and contributing factors and effects of problems related to aging.	Concept introduced in SOC 100 Introduction to Sociology, reinforced in SOC 210 Cultural Anthropology, developed in SOC 452 Contemporary Social Problems. Understanding issues of aging is presented to students in SOC 100 through studies based on Henslin's Chapter 10-Inequalities of Gender and Age. As explained in previous standards, SOC 210 and SOC 452 will use similar methods and student assignments to deepen and broaden the students' understanding of issues related to aging in the USA. As the USA population becomes increasingly dominated by senior citizens and their health care and other needs, schools and education are viewed as being in competition for financial and other resources for students. The Education courses, therefore, address issues of aging as they impact schools, budgets, students, and communities. Students learn how to teach about these aspects of aging and its social implications to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.9	Understand issues related to health care in the United States: includes types and characteristics of health institutions; and trends and problems in the provision of health services.	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 430 Ethnic/Race Relations, SOC 452 Contemporary Social Problems. SOC 100 addresses issues of health care in sessions based upon readings in Henslin's text: Chapter 4-Social Structure and Social Interaction, 6-Deviance and Social Control, 8-Social Class in the United States, 9-Inequalities of Race and Ethnicity, and 10-Inequalities of Gender and Age. As explained in previous Standards, similar instructional methods and student assignments are used in SOC 100 as well as in SOC 430 and SOC 452 to ensure that students understand USA health care issues. Schools and educators have long recognized the relationship of health issues to student learning and the operation of schools. The Education courses, therefore, address issues of health as they impact schools, budgets, students, and communities. Students learn how to teach about these aspects of health and its implications to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.
5.10	Understand contemporary family life in the United States: includes trends in family formation and dissolution; characteristics,	Concept introduced in SOC 100 Introduction to Sociology, reinforced and developed in SOC 303 Juvenile Delinquency, SOC 430 Ethnic/Race Relations, and SOC 452 Contemporary Social Problems. SOC 100 provides opportunities for students to understand contemporary family life throughout its sessions, but pays particular attention to marriage and family issues and concerns in the sessions based upon Henslin's Chapter 12-Marriage and Family. The

	Guideline/ Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
#		Secondary Minor
	factors and effects of changing family structures and roles; and the effects of and social factors contributing to family dissolution trends.	relationship of marriage and family to issues specific to SOC 303 , SOC 430 , and SOC 452 are presented by instructors and demonstrated by student assignments in ways similar to those explained in previous Standards. Understanding a variety of family structures and roles within families is basic to learning how to communicate with parents about their children's learning and to learning how to teach students any subject matter. The Education courses, therefore, use the candidate's knowledge about family, and expand upon it, to teach candidates about educational issues such as classroom management. Students learn how to teach about these aspects of family to students in 9-12 grades in their methods classes. Both Sociology and Education instructors model appropriate Sociology teaching strategies and methods in their classrooms.