

# Social Studies/Secondary Education, B.A.

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## Degree Offered

- Bachelor of Arts

## Nature of the Program

Students who want to become secondary Social Studies teachers (grades 5-Adult) complete a series of Secondary Education courses, requirements for General Education Foundations (GEF) components that are related to the area of specialization, and courses specific to the area of specialization: Social Studies, Grade 5-Adult.

The program boasts a clear set of research-based program goals and carefully sequenced learning experiences. Students will learn to integrate what one teaches with how it is taught and will receive more than 1,000 hours of experience in public school classrooms. The program functions in close collaboration with exemplary local public schools and has selective and rigorous standards for admission and retention of students as well as rigorous performance requirements that are relevant to effective teaching practice. When students enter into their professional education coursework, they will be on track to complete a year-long residency placement.

## Minors

All students have the possibility of earning one or more minors; view a list of all available minors and their requirements (<http://catalog.wvu.edu/undergraduate/minors/>) here. Please note that students may not earn a minor in their major field.

## Admissions for 2026-2027

- First Time Freshmen are admitted directly to the major.
- Students transferring from another WVU major or from another institution with fewer than 24 credits and at least a 2.0 overall GPA are admitted directly to the major.
- Students transferring from another WVU major or from another institution with 24-60 hours must meet the following requirement: 2.5 overall GPA.
- Students transferring from another WVU major or from another institution with 61 or more hours or more must meet the following requirement: 2.75 overall GPA.

Major Code: 1491

## General Education Foundations

Please use this link to view a list of courses that meet each GEF requirement. (<http://registrar.wvu.edu/gef/>)

NOTE: Some major requirements will fulfill specific GEF requirements. Please see the curriculum requirements listed below for details on which GEFs you will need to select.

Code	Title	Hours
<b>General Education Foundations</b>		
F1 - Composition & Rhetoric		3-6
ENGL 101 & ENGL 102 or ENGL 103	Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research Accelerated Academic Writing	
F2A/F2B - Science & Technology		4-6
F3 - Math & Quantitative Reasoning		3-4
F4 - Society & Connections		3
F5 - Human Inquiry & the Past		3
F6 - The Arts & Creativity		3
F7 - Global Studies & Diversity		3
F8 - Focus (may be satisfied by completion of a minor, double major, or dual degree)		9
Total Hours		31-37

Please note that not all of the GEF courses are offered at all campuses. Students should consult with their advisor or academic department regarding the GEF course offerings available at their campus.

## Degree Requirements

Students must complete WVU General Education Foundations requirements, Eberly Edge Program requirements, major requirements, and electives to total a minimum of 120 credit hours.

## Departmental Requirements for the B.A. in Social Studies/Secondary Education

Students wishing to graduate with a degree in Social Studies/Secondary Education must abide by the following rules:

- **Calculation of the GPA in the major:** Students must earn a minimum grade of C- in all courses applied to major requirements, and a minimum cumulative grade point average of 2.75. If a course is repeated, all attempts will be included in the calculation of the GPA unless the course is eligible for a D/F repeat.
- **Writing and Communication Skills:** The Social Studies/Secondary Education program is a **SpeakWrite Affiliated Program**, committed to fostering and assessing student's written, verbal, visual, and mediated communication skills. The Social Studies major requires its Bachelor of Arts program graduates to complete ENGL 101 and ENGL 102 (or ENGL 103), HIST 250, HIST 464, Hist 300/400 (social studies elective), Hist 300/400 level in the African, Asia, Latin American concentration (social studies elective).
- **WV State Certification Requirements:**
  - PRAXIS II #5081 Social Studies Content Knowledge (NOTE: Successful completion of this assessment is required prior to Residency 1; scores must be received prior to obtaining a residency teaching permit.)
  - edTPA Teacher Performance Assessment – a three-part performance exam during Residency 2. NOTE: Successful completion of this assessment is required for program completion.
  - Teacher candidates complete field experience hours in middle and high schools while completing professional education coursework. During the final year of the program, teacher candidates are placed in an appropriate school to complete their residency experience. The School of Education in the College of Applied Human Sciences coordinates the placement and supervision of teacher candidates as they engage in these professional experiences.
- **Capstone Requirement:** The university requires the successful completion of a Capstone course.

## Curriculum Requirements

Code	Title	Hours
	University Requirements	15
	Eberly Edge Requirements	9
	Social Studies/Secondary Education Major Requirements	96
Total Hours		120

## University Requirements

Code	Title	Hours
	General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8 (31-37 Credits)	
	Outstanding GEF Requirements 1, 3, 6	12
HIST 191	First-Year Seminar	1
	General Electives	2
Total Hours		15

## Eberly Edge Program Requirements

Code	Title	Hours
	EDG 1: Data and Society	3
	EDG 2: Effective and Civil Communication (C&I 453)	
	EDG 3: Ethics and Civil Responsibility	3
	EDG 4: Global and Regional Perspectives (SUST 102)	
	EDG 5: Practicing Arts & Sciences (ARSC 380)	3
	EDG 6: High Impact Experience (C&I 491)	
Total Hours		9

## Social Studies/Secondary Education Major Requirements

Code	Title	Hours
History Requirement:		18
HIST 152	Growth of the American Nation to 1865	
HIST 153	Making of Modern America: 1865 to the Present	
HIST 179	World History to 1500	
HIST 180	World History Since 1500	
HIST 250	West Virginia	
HIST 464	American Foreign Relations 1941 to Present	
Economics Requirement:		6
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
Geography Requirement:		7
SUST 102	Global Sustainability	
and:		
SUST 250	Digital Earth and GIS	
SUST 250L	Digital Earth and GIS Laboratory	
or:		
SUST 207	Climate System Science	
SUST 207L	Climate System Science Laboratory	
Political Science Requirement:		6
POLS 102	Introduction to American Government	
POLS 220	State and Local Government	
Psychology Requirement:		3
PSYC 101	Introduction to Psychology	
Sociology and Anthropology Requirement:		6
ANTH 105	Introduction to Anthropology	
SOC 101	Introduction to Sociology	
Social Studies Electives:		6
HIST (Non-Western) at the 300-Level or above :		
HIST 300	Greece and Rome	
HIST 304	History of Sacred Places	
HIST 319	Myth and Culture in Pre-colonial Africa	
HIST 320	Pre-Colonial Africa	
HIST 321	Colonial Africa and Independence	
HIST 325	Modern China	
HIST 326	Modern Japan	
HIST 348	The International Middle East	
HIST 350	The Aztec, Maya, and Inca	
HIST 365	The Vietnam War	
HIST 370	Latin America and the World	
HIST 402	Greece: From Troy to Alexander	
HIST 403	Rome: From Romulus to Zenobia	
HIST 427	East Africa to 1895	
HIST 428	East Africa Since 1895	
HIST 433	West Africa to 1885	
HIST 434	West Africa from 1885	
HIST 435	History of Chinese Thought	
HIST 437	Africa in World History	
HIST 439	History of Modern Mexico	
HIST 440	Mexican Law from Montezuma to El Chapo	
HIST at the 300-Level or above		

<b>UNDERGRADUATE PROFESSIONAL EDUCATION REQUIREMENTS:</b>		<b>41</b>
EDUC 200	Professional Inquiry in Education	
EDP 301	Learning in PreK-Adult Educational Settings	
C&I 324	Teaching Language Arts: Secondary School	
C&I 453	Disciplinary Foundations for Social Studies Teaching	
C&I 454	Teaching Social Studies: Secondary School	
C&I 489	Identity and Cultural Diversity in the Classroom	
SPED 404	Special Education in Contemporary Society	
SPED 460	Differentiation of Instruction	
C&I 490	Teaching Practicum	
C&I 491	Professional Field Experience (Residency 1)	
C&I 491	Professional Field Experience (Residency 2)	
<b>CAPSTONE REQUIREMENT:</b>		<b>3</b>
EDUC 485	Residency/Technology Capstone in Secondary Education	
Total Hours		96

## Suggested Plan of Study

### First Year

Fall	Hours	Spring	Hours
ENGL 101 (GEF 1)		3 HIST 153 (GEF 8)	3
GEF 3		3 HIST 179 (F 7)	3
SUST 102 (EDG 4)		3 POLS 102 (GEF 8)	3
HIST 152 (GEF 5)		3 PSYC 101 (GEF 4)	3
HIST 191		1 EDG 3:Ethics and Civil Responsibility	3
EDG 1: Data and Society		3	
		16	15

### Second Year

Fall	Hours	Spring	Hours
ECON 201 (GEF 8)		3 ECON 202	3
ENGL 102 (GEF 1)		3 EDUC 200	3
POLS 220		3 HIST 180	3
SUST 207		3 HIST 250	3
SUST 207L		1 SOC 101	3
Elective		2	
		15	15

### Third Year

Fall	Hours	Spring	Hours
ANTH 105		3 F6	3
ARSC 380 (EDG 5)		3 C&I 454	3
C&I 453 (EDG 2)		3 C&I 490	1
C&I 490		1 HIST 464	3
EDP 301		3 HIST (Non-Western) at the 300-level or above	3
SPED 404		3 HIST 300/400 (300-Level or Above)	3
		16	16

### Fourth Year

Fall	Hours	Spring	Hours
C&I 491 (EDG 6 & Residency 1 )		6 C&I 491 (Residency 2)	9
C&I 324		3 EDUC 485	3
C&I 489		3	

SPED 460

3

15

12

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 Total credit hours: 120

## Degree Progress

- By the end of the fourth semester in the major, the student must have completed EDUC 200 with a C- or better and must have a minimum GPA of 2.75. If a student does not meet these criteria, they will be removed from the major until the benchmarks are met. At this time, students will apply to be admitted into professional education coursework per state requirements.
- By the end of the sixth semester in the major, the student must have completed 125 hours of field placement and must have a minimum GPA of a 2.75.
- To graduate with this major, a student needs an overall GPA of 2.75.

## Major Learning Outcomes

### SOCIAL STUDIES/SECONDARY EDUCATION

The learning goals for the WVU Secondary Teacher Education Program are to prepare students who:

1. Have commitment and skills to engage in life-long learning;
2. Are effective communicators;
3. Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching;
4. Will serve as a facilitator of learning for all students;
5. Possess in-depth knowledge of both pedagogy and content, and the relationships between them;
6. Are reflective practitioners;
7. Are aware of, and have respect for, human diversity;
8. Value and integrate knowledge from a wide variety of fields, are creative and open to new ideas, and are able to act constructively in a world characterized by technological, cultural, and societal diversity and change.