



College of Staten Island / CUNY
Academic Assessment Plan

Science, Letters and Society Program

17 March 2012

1. History and Structure

History and Rationale: The Science, Letters and Society Program was founded in the 1970's as an interdisciplinary liberal arts major "designed for students seeking an overview of the liberal arts and sciences rather than a specialization in a single discipline. It undertakes to present a unified view of the modern intellectual enterprise. Consequently, the program requires a balanced sequence of broadly conceived upper-level courses in the humanities, social sciences, mathematics, and science." (*CSI-CUNY Undergraduate Catalog 2011-12*; <http://www.csi.cuny.edu/catalog/undergraduate/science-letters-and-society-ba.htm>) For CSI-CUNY students, SLS can serve as a liberal arts major in its own right, providing students with a broad and flexible base of academic preparation for a range of careers, but the principal rationale for the creation of the SLS Program was to provide a major to fit the mandate of New York State that students seeking certification as Public School teachers complete an academic major in their chosen teaching field, in combination with the appropriate sequence of Education teacher training courses. Since elementary school teachers are expected to teach a broad range of academic subjects, and to be sufficiently knowledgeable and intellectually mature to teach them (and by assessment in the NY State Teacher Certification Examination), a liberal arts major covering mathematics, the natural sciences, the humanities, and social sciences was considered the best form of content and discipline-specific preparation. A key concern of the SLS program has therefore always been the expectation of academic excellence in its students, as exemplified by the SLS Program mission statement (see below) which states that "in order to be a good educator one must be well educated in a broad range of subjects and disciplines." To this end, the SLS program maintains a 2.75 minimum cumulative GPA rule for students upon declaration of an SLS major and as a registration prerequisite for SLS courses in the major.

Structure (please see SLS Program Curriculum Schematic in Appendices 5.1): The current structure of the SLS Program responds to the above rationale and it has been modified over the years to meet the evolving academic needs of students and the mandates of New York State. As of spring semester 2012, the SLS major is supported by standard prerequisites in current CSI-CUNY General Education, as well as by 15 credits of SLS pre-major requirements. These pre-major requirement courses are embedded in CSI-CUNY General Education and serve as prerequisites for SLS major courses, training students in discipline-specific skills and enriching their content knowledge literature. The pre-major requirements, in combination with CSI-CUNY General Education thus serve as a 'curriculum platform' for the SLS major by introducing SLS students to critical writing in the humanities and social sciences, to the intellectual foundations of mathematics and the natural sciences, and seeks to foster global awareness through a geography course.

SLS Pre-major Requirements (15 credits):

- **PSY 100** – 3 hours/three credits, Introduction to Psychology: fulfills Gen Ed. Social Science requirement and for SLS majors entering the EDE and EDC programs also fulfills prerequisite for Psychological Foundations of Education courses.

- **HST 260** – 4 hours/four credits, US History, first Encounters to the Present, (introduced fall 2011 replacing either HST 244 or 245, U.S. History Parts I and II; fulfills Gen Ed. Social Scientific Analysis). Supports content knowledge in SLS 230, 235, as well as SLS 245 and 325, and discipline-specific skills in SLS 240/HST 238 and SLS 240/HST 239.
- **An ENH 200-level course in Literature**, 4 hours/4 credits (fulfills Gen Ed. TALA, and serves as a prerequisite for SLS 301, 302, 303 major courses). Eligible ENH courses: ENH 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 221, 222, 224, 230 (ENH 207, 221, 224 or ENH/WMS 222 *also* currently fulfill Pluralism and Diversity requirement; ENH 212 also cross-listed with Dramatic Arts; 221 with African American Studies; and 222 with Women's, Gender, and Sexuality Studies). Supports discipline-specific skills in SLS 301, 302, and 303, as well as in SLS 240/HST 238 and SLS 240/HST 239.
- **A GEG 200-level course in Geography**, 4 hours/4 credits (introduced fall 2007--fulfills Gen Ed. Contemporary World requirement). Eligible courses: GEG 225, GEG 250, GEG/ECO 252, GEG/POL 264 and GEG 260. Supports content and discipline-specific skills in SLS 240/HST 238 and SLS 240/HST 239, and also in SLS 301, 302, and 303.

The SLS major itself adds up to 36 credits, is divided into the four disciplinary categories of:

- **Mathematics** (8 credits): courses SLS/MTH 217 and SLS/MTH 218.
 - **Natural Sciences** (8 credits): courses SLS 261/PHY 206 and SLS 262.
 - **Humanities** (12 credits): courses SLS 301, SLS 302, and SLS 303.
 - **Social Sciences** (8 credits): two courses chosen from SLS/POL 230, SLS/POL 235, SLS 240/HST 238, SLS 214/HST 239, SLS/SOC 245, and SLS/SOC 235.
- **Key functions of the SLS Program:** In fulfilling the rationale explained above, the SLS major is the mandated academic content major for students taking elementary education sequences in Early Childhood Education (EDC, birth to K-2) and Childhood Education (EDE, grades 1-6). The SLS program has proven highly successful in this prime academic mission over the years, being one of the largest majors at CSI (over 500 majors) and having a graduate pass-rate in the NYS teacher certification examination of 98% on the LAST, 90% on the Multi-Subject CST, and 99% on the Elementary ATS-W (numbers as of 2011). The SLS program therefore works closely with Education Department faculty, meeting together to discuss and formulate curriculum and policy in SLS meetings, and in a broader, consultative way meeting at the Teachers' Education Advisement Committee (TEAC) meetings chaired by the Dean of Social Sciences and Humanities. Although the SLS program is not a so-called professional program that seeks independent accreditation, as the academic content major for EDE and EDC the SLS program has worked closely with the Education Department in the NCATE accreditation process. As the most interdisciplinary academic program at CSI-CUNY, the SLS program also has to work closely with other departments that provide cross-listed SLS courses and teaching faculty in the program and its pre-major courses, including the departments of History, English, Modern Languages, Anthropology, Sociology and Social Work, Political Science, Economics Philosophy (and Geography), Chemistry, Engineering Science and Physics, and Mathematics. The SLS major also serves a stand-alone major for students *not* enrolled in elementary education sequences, who wish to complete a liberal arts major. Such students sometimes complete minors in other subjects, as they seek to complete the 120 credits minimum for graduation by taking electives.

2. Mission, Goals, and Objectives

- **SLS Mission Statement (adopted 03/18/2010)**

It is the mission of the Science, Letters and Society (SLS) Program to provide a challenging liberal arts major, and to work closely with Education faculty to enhance students' participation in the acquisition and facilitation of learning. The SLS Program reinforces the CSI-CUNY General Education objectives of: critical and creative thinking, reading, writing and quantitative reasoning, global knowledge and intercultural skills, information literacy and communicative skills, and ethical judgment and personal responsibility, whilst also providing the SLS major with a broad knowledge of subject matter and disciplinary methods in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences. Our teaching philosophy is grounded in the belief that the best teachers are those who receive a quality education, since in order to be a good educator one must be well educated in a broad range of subjects and disciplines. By so doing, we aim to nurture individuals with a developed sense of intellectual autonomy, whose course of study in the SLS Program had yielded insights as well as knowledge. The SLS faculty also shares a conviction that well-educated individuals who have taken time to deepen their understanding of themselves as learners make better teachers and role models, since they are better placed to foster in their own students a life-long love of learning.

The over-arching goals of the SLS Program are: to nurture well-educated individuals who will demonstrate a mastery of content knowledge and related skills in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences, and who will exhibit a developed sense of intellectual autonomy and academic integrity, and a life-long love of learning.

- **Communications:** The SLS Program's mission and goals are disseminated via the program website located at <http://www.library.csi.cuny.edu/~education/sls.html> The SLS Curriculum and Program rules and regulations can be accessed by searching the digital CSI-CUNY Undergraduate Handbook: <http://www.csi.cuny.edu/catalog/undergraduate/index.htm>
- **Articulation with CSI-CUNY Mission:** CSI-CUNY's 2011 Mission Statement states the College is "dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate ... programs." The SLS program aligns closely with this statement in seeking "to enhance students' participation in the acquisition and facilitation of learning" by reinforcing critical and creative thinking, reading, writing and quantitative reasoning, information literacy and communicative skills. By embracing the philosophy that, "the best teachers are those who receive a quality education, since in order to be a good educator one must be well educated in a broad range of subjects and disciplines," the SLS program directly articulates with the CSI-CUNY Mission statement which aims to further students' educational and professional goals, whilst also nurturing academic excellence in students through programs that are intellectually and academically rigorous. By emphasizing interdisciplinary scholarship and learning, the SLS Mission supports its own and CSI-CUNY's mission by providing SLS majors "with a broad knowledge of subject matter and disciplinary methods in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences." The SLS Mission statement also furthers the CSI Mission by aiming inculcate in its majors "a developed sense of intellectual autonomy," and by encouraging students to reflect on their own learning, based on the philosophy that "well-educated individuals who have taken time to deepen their understanding of themselves as learners make better teachers and role models, since they are better placed to foster in their own students a life-long love of learning." The SLS Mission statement also seeks, in collaboration with Education faculty, to nurture a "global knowledge and intercultural skills, and ethical judgment and personal responsibility," all of which are highly desirable personal qualities in Public School teachers. In this regard the SLS mission also articulates closely with the CSI Mission which seeks to "embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world."

- **SLS Program Learning Goals (adopted 03/18/2010):**

1. **Content Knowledge**

SLS majors should be able to demonstrate proficiency in their knowledge of the major concepts, principles, theories, interpretations, forms, and issues embedded in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences.

Objective 1.1.: Proficiency in appropriate content knowledge in the Mathematics category of the SLS curriculum.

Objective 1.2: Proficiency in appropriate content knowledge in the Natural Sciences category of the SLS curriculum.

Objective 1.3: Proficiency in appropriate content knowledge in the Humanities category of the SLS curriculum.

Objective 1.4: Proficiency in appropriate content knowledge in the Social Sciences category of the SLS curriculum.

2. **Discipline-Specific Skills**

SLS majors should be able to learn and apply discipline-specific skills/methodologies of critical analysis and interpretation in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences.

Objective 2.1.: Proficiency in appropriate discipline-specific skills in the Mathematics category of the SLS curriculum.

Objective 2.2: Proficiency in appropriate discipline-specific skills in the Natural Sciences category of the SLS curriculum.

Objective 2.3: Proficiency in appropriate discipline-specific skills in the Humanities category of the SLS curriculum.

Objective 2.4: Proficiency in appropriate discipline-specific skills in the Social Sciences category of the SLS curriculum.

3. **Academic Integrity**

SLS majors should be able to demonstrate a professional awareness and respect for the ethical conduct of academic research and writing in the respective disciplines covered by the SLS program, fostered by reflection and self-evaluation.

3. Timetable and Demonstration of Coverage of Goals by Methods

Goals and Objectives	Collection Method(s)	Evaluation Method(s)	Frequency	Use of Results	Responsibility
Goal 1: Content Knowledge					
Objective 1.1.: Proficiency in appropriate content knowledge in the Mathematics category of the SLS curriculum (SLS 217, 218).	Papers, worksheets, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 2 and in rotation, when considered appropriate by SLS Director in collaboration with responsible Mathematics Department faculty.	Curricular reform	Responsible Mathematics Department faculty in collaboration with SLS Assessment committee and Program Director.
Objective 1.2.: Proficiency in appropriate content knowledge in the Natural Sciences category of the SLS curriculum (SLS 261, 262).	Papers, lab reports, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 2 and in rotation, when considered appropriate by SLS Director in collaboration with responsible faculty of Engineering Science and Physics and Chemistry departments.	Curricular reform	Responsible faculty of Engineering Science and Physics and Chemistry departments in collaboration with SLS Assessment committee and Program Director.
Objective 1.3.: Proficiency in appropriate content knowledge in Humanities category of the SLS curriculum (SLS 301, 302, 303).	Critical essays, research papers and materials, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 2 and in rotation, when considered appropriate by SLS Director in collaboration with responsible faculty. In Humanities: starting Fall 2013.	Curricular reform	Responsible faculty in collaboration with SLS Assessment committee and Program Director.
Objective 1.4:	Critical essays,	Content analysis of students'	At same time as	Curricular	Responsible faculty of

Proficiency in appropriate content knowledge in the Social Sciences category of the SLS curriculum (SLS 230, 235, 240, 241, 245, 325).	research papers and materials, exams, and other assignments appropriate to course discipline.	engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	Goal 2 and in rotation, when considered appropriate by SLS Director in collaboration with responsible faculty of department of Anthropology, Sociology, and Social Work.	reform	department of Anthropology, Sociology, and Social Work in collaboration with SLS Assessment committee and Program Director.
Goal 2: Discipline-Specific Skills					
Objective 2.1.: Proficiency in appropriate discipline-specific skills in Mathematics category of the SLS curriculum (SLS 217, 218).	Papers, worksheets, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 1 and in rotation, when considered appropriate by SLS Director in collaboration with responsible Mathematics Department faculty.	Curricular reform, review of prerequisites	Responsible Mathematics Department faculty in collaboration with SLS Assessment committee and Program Director.
Objective 2.2: Proficiency in appropriate discipline-specific skills in the Natural Sciences category of the SLS curriculum (SLS 261, 262).	Papers, lab reports, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 1 and in rotation, when considered appropriate by SLS Director in collaboration with responsible faculty of Engineering Science and Physics and Chemistry departments.		Responsible faculty of Engineering Science and Physics and Chemistry departments in collaboration with SLS Assessment committee and Program Director.
Objective 2.3: Proficiency in appropriate discipline-	Critical essays, research papers and materials, exams, and other	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular	At same time as Goal 1 and in rotation, when considered	Curricular reform, review of prerequisites	Responsible faculty in collaboration with SLS Assessment committee and Program Director.

specific skills in Humanities category of the SLS curriculum (SLS 301, 302, 303)	assignments appropriate to course discipline.	concepts, principles, theories, interpretations, forms, and issues.	appropriate by SLS Director in collaboration with responsible faculty.		
Objective 2.4: Proficiency in appropriate discipline-specific skills in Social Sciences category of the SLS curriculum (SLS 230, 235, 240, 241, 245, 235).	Critical essays, research papers and materials, exams, and other assignments appropriate to course discipline.	Content analysis of students' engagement in course materials and degree of mastery of course/discipline's particular concepts, principles, theories, interpretations, forms, and issues.	At same time as Goal 1 and in rotation, when considered appropriate by SLS Director in collaboration with responsible faculty of department of Anthropology, Sociology, and Social Work.	Curricular reform, review of prerequisites	Responsible faculty of department of Anthropology, Sociology, and Social Work in collaboration with SLS Assessment committee and Program Director.
Goal 3: Academic Integrity (SLS syllabi contain statements on academic integrity and CSI definitions and rules)					
A professional awareness and respect for the ethical conduct of academic research and writing in the respective disciplines covered by the SLS program, fostered by reflection and self-evaluation.	SLS Majors' Education Program Exit Portfolio: SLS assignments included and student reflective statements on said assignments.	Review of SLS-generated assignments included in Portfolio to review above Goals 1 and 2 towards Mastery, and review of student Reflective Statements on above assignments to consider critical self-reflection of students on their learning trajectory through the SLS major and their professional dispositions as regards academic integrity and ethical conduct in respective SLS disciplines.	Perhaps annually, when considered appropriate by SLS Director, in collaboration with responsible faculty of the Education Department.	Curricular reform, Self Study, review of Exit Portfolio and guidelines for Reflective Statements.	Education faculty in collaboration with SLS Assessment committee and Program Director.

4. Explication of Methods

- **Organization:** Given the interdepartmental teaching structure inherent in the SLS Program, the most practical and logical method of programmatic academic assessment lies in devolving the initial assessment of Goals 1 and 2 to the responsible faculty in these departments who are best suited to carry out such assessment. The SLS Program director will coordinate with the responsible faculty in the departments of Mathematics, Engineering Science and Physics (ESP), Chemistry, History, Political Science, Economics, Philosophy, and Geography (PEP), and Sociology, Anthropology and Social Work (SASW) to prepare their assessments on the cross-listed SLS courses taught out of their respective departments. The appropriate faculty will then coordinate with the SLS Program Director to present their results to the SLS Assessment Committee for discussion, further to possible recommendations for curricular changes. It is proposed that this approach would also apply to the SLS course SLS 262 taught out of the Department of Chemistry. Other SLS-listed courses, SLS 301, 302, 303, scheduled directly by the SLS program would be assessed under the direct supervision of the SLS Program Director, or appropriate SLS faculty member if not a specialist in that discipline-specific area.
- **Materials:** Instructors will be asked to submit a representative sample of copies of class assignments that have been graded according to the desired course-section and in conformity with SLS program learning goals. These materials will be reviewed by appropriate faculty according to the stated course outcomes and the SLS program learning goals to judge where clarifications, syllabus revisions and curricular reform is considered necessary.
- **Frequency:** A rotation of assessment consonant with the SLS Program's division into four discipline categories is envisaged. This rotation would be arranged between the Program Director and the academic departments, based upon perceived programmatic needs, and could thus rotate through the program over 4-5 years. Mathematics has already conducted some assessment for SLS/MTH 217, measuring the success of SLS majors in this course against the MTH100-level course taken as a prerequisite. Analysis of this data showing significant student improvement in academic performance prompted the curriculum change now in progress (March 2012) which will make MTH 123 the required prerequisite of SLS/MTH 217 (please see Appendix materials). The category of the Humanities is already earmarked for assessment materials collection. The next discipline category will probably be the Social Sciences, with a particular emphasis on the collective coherence and range of the course offerings, and the impact of possible General Education changes as a result of the CUNY Pathways initiative.
- **Education Exit Portfolios:** The absence of a capstone seminar in SLS led to the pilot proposal to use the existing requirement of Exit Portfolios for EDC and EDE students as an additional means of assessing student mastery. SLS assignments are self-selected by majors for the Portfolio as statements of their best academic work, and are accompanied by Reflective Statements by students on the significance of the assignment, in terms of content, methods, and skills learned, to their own academic careers. Assessment of these materials, in collaboration with Education faculty, would provide an additional, student-guided control in the assessment of Program learning goals 1 and 2, and could offer valuable data on professional dispositions of majors as regards life-long learning, academic integrity, and ethical conduct in the respective SLS disciplines.

5. Appendices

- **5.1.: SLS Program Curriculum Schematic (ON FILE)**
- **5.2.: SLS Program Learning Goals and Curriculum Map**
- **5.3: Assessment data used to justify curriculum prerequisite change for SLS/MTH 217 provided by CSI-CUNY Mathematics Department) (ON FILE)**

- **5.4.: Miscellaneous documents (memos, minutes, sketches) relating to the development of SLS Program Academic Assessment Plan (ON FILE)**

DRAFT

Appendix 2: SLS Program Learning Goals and Curriculum Map

Science, Letters, and Society (B.A.)
College of Staten Island, CUNY
Program Director: Eric A. Ivison, Ph.D.

PROGRAM LEARNING GOALS, B.A. in Science, Letters and Society (SLS):

The over-arching learning goal of the SLS Program is to nurture well-educated individuals who will demonstrate a mastery of content knowledge and related skills in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences, and who will exhibit a developed sense of intellectual autonomy and academic integrity, and a life-long love of learning. Therefore, upon completion of the SLS major, students will be able to do the following:

1. Content Knowledge
 SLS majors will demonstrate proficiency in their knowledge of the major concepts, principles, theories, interpretations, forms, and issues embedded in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences.
2. Discipline-Specific Skills
 SLS majors will learn and apply discipline-specific skills/methodologies of critical analysis and interpretation in the Natural Sciences and Mathematics, the Humanities, and the Social Sciences.
3. Academic Integrity
 SLS majors will demonstrate a professional awareness and respect for the ethical conduct of academic research and writing in the respective disciplines covered by the SLS program, fostered by reflection and self-evaluation.

SLS CURRICULUM MAP:

SLS Major Courses (arranged numerically)	SLS Program Learning Goals		
	1. Course Content Knowledge	2. Discipline-Specific Skills	3. Academic Integrity
SLS/MTH 217: Fundamentals of Mathematics I	I, R, M	I, R, M	R
SLS/MTH 218: Fundamentals of Mathematics II	I, R, M	I, R, M	R
SLS/POL 230: American Society	R, M	I, R, M	R
SLS/POL 235: American Political System	R, M	I, R, M	R
SLS 240/HST 238: World Civilization I	I, R, M	R, M	R
SLS 241/HST 239: World Civilization II	I, R, M	R, M	R
SLS/SOC 245: Social Issues	I, R, M	I, R, M	R
SLS 261/PHY 206: Nature of Physical Processes	I, R, M	I, R, M	R
SLS 262: Life Science in Context	I, R, M, A	I, R, M, A	R
SLS 301: Humanities I: Ancient Culture	I, R, M, A	R, M, A	R
SLS 302: Humanities II: Medieval and Early Modern Culture	I, R, M, A	R, M, A	R

SLS 303: Humanities III: Modern Culture	I, R, M, A	R, M, A	R
SLS 325: Social Thought	I, R, M	R, M	R
SLS Majors' Education Program Exit Portfolio (proposed collaboration with Department of Education, Early Childhood and Childhood Education)	M, A	M, A	M, A

KEY:

I: Introduction **R:** Reinforcement / Practice **M:** Mastery / Application
A: Program-level assessment evidence collected / or to be collected

Note: The engagement level categories – and the existence of levels – may be decided upon by the participating faculty, as appropriate for the discipline.

Note on SLS Pre-major Requirements (15 credits):

The above program learning goals in the SLS major are supported by, and are complimentary to, current CSI-CUNY General Education Goals (see above SLS Mission Statement), and are further supported by the following SLS pre-major requirements. These pre-major requirement courses are embedded in CSI-CUNY General Education and serve as prerequisites for SLS major courses, training students in discipline-specific skills and enriching their content knowledge, and thus serve as a 'curriculum platform' for the major.

- **PSY 100** – 3 hours/three credits, Introduction to Psychology: fulfills Gen Ed. Social Science requirement and for SLS majors entering the EDE and EDC programs also fulfills prerequisite for Psychological Foundations of Education courses.
- **HST 260** – 4 hours/four credits, US History, first Encounters to the Present, (introduced fall 2011 replacing HST 244 or 245, U.S. History; fulfills Gen Ed. Social Scientific Analysis). Supports content knowledge in SLS 230, 235, as well as SLS 245 and 325, and discipline-specific skills in SLS 240/HST 238 and SLS 240/HST 239.
- **An ENH 200-level course in Literature**, 4 hours/4 credits (fulfills Gen Ed. TALA, and serves as a prerequisite for SLS 301, 302, 303 major courses). Eligible ENH courses: ENH 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 221, 222, 224, 230 (ENH 207, 221, 224 or ENH/WMS 222 *also* currently fulfill Pluralism and Diversity requirement; ENH 212 also cross-listed with Dramatic Arts; 221 with African American Studies; and 222 with Women's, Gender, and Sexuality Studies). Supports discipline-specific skills in SLS 301, 302, and 303, as well as in SLS 240/HST 238 and SLS 240/HST 239.
- **A GEG 200-level course in Geography**, 4 hours/4 credits (fulfills Gen Ed. Contemporary World requirement). Eligible courses: GEG 225, GEG 250, GEG/ECO 252, GEG/POL 264 and GEG 260. Supports content and discipline-specific skills in SLS 240/HST 238 and SLS 240/HST 239, and also in SLS 301, 302, and 303.