

Certificate of Advanced Study  
Teaching American History

<u>Academic Unit offering the program:</u>	History
<u>Program Coordinator:</u>	Michelle DenBeste
<u>Core Faculty Members:</u>	Michelle DenBeste, Blain Roberts, Brad Jones Ethan Kytle, Dan Cady, Social Science Credential Advisor
<u>Required Coursework:</u>	History 200C (Introduction to Graduate Research Methods and Historiography for History Teachers) (History 200C is the only new course being proposed as part of the certificate program.)  3WTUs chosen from Hist210T, 220T, or 230T (elective)  History 296 (Topics in History for Teachers)  History 210T (3WTU) with integrated culminating Experience  Each course is 3 units and the total number of post baccalaureate hours for the program will be 12 WTU.

Education Objectives and Expected Student Learning Outcomes

1. Students will be able to engage in advanced research utilize and historical writing skills.
2. Students will be able to utilize historical research tools such as bibliographies, finding aids, indexes and databases.
3. Students will be able to locate and use primary sources for historical writing and teaching.
4. Students will be able to discuss and write about important historiographical debates.
5. Students will be able to identify, write about and discuss a variety of sub-disciplines in history (gender history, social history, political history, military history, intellectual history, etc.)
6. Students will be able to assess, access and use advanced resources for teachers of history (listservs, publications, web-sites, publically available lesson plans).

7. Students will be able to integrate new historical knowledge and research into their own courses.
8. Students will know professional standards for history teachers.
9. Students will develop a network of resources and contacts for their professional needs.
10. Students will leave the program with a much more in-depth knowledge of American history.

Matrix of courses matched with student learning outcomes  
(SLO numbers match numbers above)

<b>SLO</b>	<b>SLO Introduced</b>	<b>SLO Reinforced</b>	<b>SLO Applied/Tested</b>
<b>1</b>	History 200C	210T, elective course	210T
<b>2</b>	History 200C	210T, elective, 296	210T
<b>3</b>	History 200C	210T, elective	210T
<b>4</b>	History 200C	210T, elective, 296	210T, elective
<b>5</b>	History 200C	210T, elective, 296	200C, elective
<b>6</b>	History 200C, 296	210T, elective	210T
<b>7</b>	History 296	Elective, 210T	296, 210T
<b>8</b>	History 200C, 296	210T, elective	210T
<b>9</b>	History 296	Coursework	Coursework
<b>10</b>	History 200C	Coursework	210T

Program Admission and Exit Requirements:

All students participating in the certificate of advanced study must have completed their Bachelor's degree from an accredited college or university. All students in the program must be active teachers at the K-12 level.

Students interested in applying to the Certificate program should submit applications to the coordinator prior to March 15<sup>th</sup> for entrance to the program the following year. Students should fill out the Program application and should also submit documentation of GPA, two letters of reference and a personal essay including a statement of the student's goals and what they hope to achieve by pursuing a certificate of advanced study. Additionally students should submit a four to seven page writing sample. The GRE will not be required but students will need to apply to the University via CSU Mentor.

Students should demonstrate excellent academic, professional, and personal characteristics. Applicants will be evaluated on GPA, letters of reference, personal interviews, and a personal essay which will include a statement of the student's goals.

At the time of entry into the program students should fill out (in consultation with the program coordinator) the Proposed Program for the Certificate of Advanced Study (Attachment A).

Within the first two weeks of the semester in which all courses and requirements are expected to be completed, students should fill out the Application for the Award of the Certificate of Advanced Study (Attachment B). Students should refer to the Graduate Studies section of the university catalog for detailed information.

The certificate must be completed within four years from the time of admission to the Certificate Program. All coursework taken to satisfy the CAS requirements must be completed with a minimum grade point average of 3.0. No course with a grade below “C” may apply toward the CAS program. Incomplete or “RP” grades in CAS program coursework are not permitted at the time the CAS is issued.

All substitutions for required coursework must be approved by the CAS program coordinator, and a memo justifying the substitutions must be attached to the proposed CAS program form.

Statement of the need for the proposed program:

The first Teaching American History grant program developed an M.A. program for teachers, worked with teachers on study trips, and held monthly symposia and colloquia. Additionally teachers received on-line support in the form of lesson plans and discussion boards. Many of the teachers involved in aspects of the grant other than the M.A. program were energized by the M.A. students enthusiasm for history and expressed a desire to be able to take some graduate coursework. Many of these teachers are hindered by issues of time and distance but feel that they could complete a shorter graduate program. For some, the certificate program would be an entrée to the M.A. program (although it is understood that only 3 units of program work would be transferable into an M.A. program). For some students who have been out of school for many years, additional coursework is very helpful prior to entry to an M.A. program. For others the certificate program would simply be an enrichment program. Additionally, the certificate program would:

1. Enable a teacher with a single subject credential in Social Science to demonstrate an ability to teach Advanced Placement history.
2. Enable a teacher with a single subject credential outside of social science to pass the history component within the social science, either by taking the CSET or beginning work towards the 32 units of history coursework to obtain a subject authorization in history.
3. Enable a teacher with a multiple subject credential to help pass the history components within the Social science part of the CSET.
4. Enable a teacher who needs professional development units to earn them in a supportive cohort of graduate level teachers.

## Budget Analysis

### 1. Projected Changes in enrollment (FTES)

Our graduate enrollment has been gradually increasing. Part of that increase came with a new cohort of MA students in the grant program. 18 students have been enrolled part time for the past three years and will graduate this spring. We hope to enroll another 18 next fall. Additionally, we would like to enroll a cohort of 18-20 Certificate students. Enrollment is based on expected grant participation.

### 2. Projected changes in existing curriculum

There will not be changes in the cost of delivering the curriculum.

Only one new class is part of the curriculum. It will be offered on an as needed basis (probably once every 2-3 years). The course will be 20-25 students and will be a C classification.

Courses will not be dropped from the existing curriculum.

We will offer classes (as usual) based on enrollment numbers. Our graduate courses normally enroll 15-20 students. We usually offer 3-4 graduate courses per semester. If the certificate program succeeds we might need to offer an additional course section each semester.

### 3. Projected changes in faculty.

There will not be a shift in faculty assignments. Currently all graduate faculty rotate through the graduate curriculum. Normally each member of the graduate faculty group teaches a graduate course once every three semesters. If there was a radical shift in the numbers of graduate students faculty might teach a graduate course once a year. New positions will not be required.

### 4. Projected changes in budget

Current operating budget:

Current positions:

6 tenured faculty (3 full and 3 associate)

7 tenure track faculty

2 FERP faculty

5 FT lecturers

7 PT faculty (teaching from 1-4 courses each)

Outside revenue: We have partnered with Fresno County and Clovis Unified School districts on several different Teaching American History grants. These grants support course releases for advising, new course preparations, teaching assistants and some support staff.

The proposal has been reviewed by and approved by our Dean (see approvals page)

### 5. Effect on Support services and programs in other Colleges/Schools

NONE.



Graduate Program  
Catalog Statement Revision Request

Department: History  
College: Social Sciences  
Proposed Program: Certificate of Advanced Study, Teaching American History  
Implementation Date: Fall 2008

Justification:

The History Department has been working closely with the K-12 teaching community in the Central Valley. We have partnered on a series of Teaching American History grants. One grant is with Fresno County and another is with Clovis Unified. We have just received a new grant for a five year continuation of the Clovis Unified grant. Our previous grants allowed us to begin a new M.A. program specifically aimed at teachers. The new grant seeks to develop graduate coursework targeted for teachers who do not necessarily need or want an M.A. Teachers could use the course work in this program towards professional development units. They could also use the coursework towards a supplemental certification. Additionally, for those who are teaching outside of their field (teachers trained in English or Art who are teaching History), the course work could help prepare them to take the CSET. Some students simply want to pursue graduate level course work but feel that they do not have the time available to commit to an MA program at this time.

The Certificate program has been designed with these needs in mind. The first course in the program (History 200C) is the only new course. It is designed to give the students a good grounding in graduate research methods and historiographical skills in one semester. Having mastered the foundation skills of historiographical thinking, historical writing, and historical research, students would be prepared to move into a specialized graduate level history course. Students will be allowed to choose a course from our regular graduate level course offerings which fits with their interests. Then students will take a course designed to integrate graduate level historical knowledge with teaching skills. By the end of that course, MA students design their internship and project and submit a prospectus. Certificate students would design their smaller research project during that class. Finally, in their last course, a graduate level American History course, students will explore in depth a specialized period in American history while also pursuing an independent research project which will result in a teaching application assignment and a multi-media research project.

Students will leave the certificate program with a greater knowledge of American History as well as ideas on how to integrate this knowledge into their teaching.

Requirements for the Certificate:

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3WTUs chosen from Hist210T, 220T, or 230T (elective)

History 296 (Topics in History for Teachers)

History 210T (3WTU) with integrated culminating experience