



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Arts & Letters	Academic Organization (Department): History	Date: 04/20/09
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Christopher J. Castaneda	Submitted by: Chloe S. Burke
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2010

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
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Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): Hist 195T	Title: History Pre-credential Internship	Units: 3
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JUSTIFICATION:

The purpose of the History Pre-credential Internship is to provide students in the History BA/Social Science Subject Matter Program (pre-credential program) with meaningful early classroom experience through classroom observations and collaboration with a classroom teacher on the development of secondary level history curriculum. The Internship meets expectations of the California Commission on Teacher Credentialing that pre-credential programs will offer students opportunities for early classroom experience at their proposed grade level and subject area.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/AcadAff/FSC00060.htm> - Guidelines for Catalog Course Description)

Supervised classroom observations and historical research to assist with curriculum development in secondary grade level history classrooms, with accredited schools, teaching-related agencies and organizations. Students improve historical research skills, content mastery, and develop knowledge of using primary sources in history teaching. Students are exposed to secondary grade level history classrooms and observe instructional methods.

Note: Limited to upper-division majors in the pre-credential program and students who have an interest in teaching history at the secondary level.

Prerequisite: History 17A, 17B, 50, 51, 100; Minimum 2.0 GPA; permission of the instructor

Enforced at Registration: Yes No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):

Fieldwork & Seminar - S36

Title for CMS (not more than 30 characters)

History Pre-cred Internship

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

History Pre-credential Interns will:

- acquire a working knowledge and critical understanding of the *History-Social Science Framework for California Public Schools Kindergarten through Grade 12* (CA teaching standards);
- conduct historical research related to teaching goals using primary and secondary sources;
- improve depth of content knowledge on specific historical topics;
- develop knowledge of the relationship between historical research and history instruction;
- participate in the development of curriculum materials including lesson plans;
- observe and/or participate in history instruction using primary sources;
- be exposed to diverse pedagogical methods.

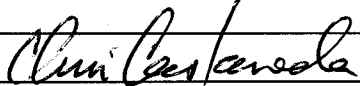
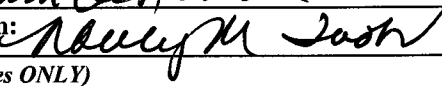
****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Final portfolio
On-site internship supervisor evaluations (mid-semester and final)
Completion of observation hours
Instructor conferences (2 minimum) with interns
Seminar attendance (5 meetings), presentations, and discussion

For whom is this course being developed?
Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No
If yes, identify program(s):
One of two options for meeting Early Classroom Experience Requirement in History BA/Social Science Subject Matter Program
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No
If yes, attach a description of resources needed and verify that resources are available.
Indicate which department or programs will be affected by the proposed course (if any). _____
The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	4/23/09
College Dean or Associate Dean: 	5-6-09
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

HIST 195T: History Pre-credential Internship
Spring 2009

Professor Chloe S. Burke, PhD	email: cburke@csus.edu
Office: Tahoe Hall 3099	Office phone: 278-5631
Office hours: MW 1-2pm & by appointment	
Course Location: TBA	Course Time: M 5:30-8:20

Catalog description

Supervised classroom observations and historical research to assist with curriculum development in secondary grade level history classrooms, with accredited schools, teaching-related agencies and organizations. Students improve historical research skills, content mastery, and develop knowledge of using primary sources in history teaching. Students are exposed to secondary grade level history classrooms and observe instructional methods. **Note:** Limited to upper-division students in the pre-credential program and students who have an interest in teaching history at the secondary level.

Prerequisite: History 17A, 17B, 50, 51, 100; Minimum 2.0 GPA; permission of the instructor. **Graded:** Credit / No Credit. **Units:** 3.0

Course Description

The History Pre-credential Internship provides students in the History BA/Social Science Subject Matter Program (pre-credential program) an opportunity to gain early classroom experience. Interns work in teams as research assistants for a professional educator on curriculum development projects that involve the incorporation of primary source material into their lesson plans. Interns complete a minimum of 20 hours of classroom observation in history and social science classrooms in the Sacramento region.

Learning Objectives

History Pre-credential Interns will:

- acquire a working knowledge and critical understanding of the *History-Social Science Framework for California Public Schools Kindergarten through Grade 12* (CA teaching standards);
- conduct primary and secondary source historical research related to teaching goals;
- improve depth of content knowledge on specific historical topics;
- develop knowledge of the relationship between historical research and history instruction;
- participate in the development of curriculum materials including lesson plans;
- observe and/or participate in history instruction using primary sources;
- be exposed to diverse pedagogical methods.

Course RequirementsRequired Readings

History-Social Science Framework for California Public Schools (latest edition)

Sam Wineburg, "Historical Thinking and Other Unnatural Acts" (1999)

Thomas Andrews and Flannery Burke, "What does it mean to think historically?" *Perspectives* January 2007

Frederick Drake & Sarah Drake Brown, "A Systematic Approach to Improve Students' Historical Thinking," *The History Teacher* Vol. 36 (August 2003)

Tom Holt, *Thinking Historically: Narrative, Imagination and Understanding* (1990)

Peter Stearns, Peter Seixas, Sam Wineburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives* (2000).
Virginia Lea & Judy Helfand, eds., *Identifying Race and Transforming Whiteness in the Classroom* (2004).

Seminar Participation This course is a blend of a regular internship and a seminar. The course will meet for occasionally for seminar discussions during the semester. The purpose of the seminars is to discuss required readings, explore strategies for improving history teaching, share internship experiences, and give group presentations on completed research projects. Attendance is mandatory.

Research Internship Expectations Interns conduct independent primary and secondary source research for the development of instructional material according to the goals and expectations of the history teacher. These projects may vary widely in subject matter but will be aimed at enhancing instructional content through the incorporation of original sources. In addition, projects are expected to include consideration of recent trends in scholarly literature. Research projects must be related to the California Teaching Standards for 7th, 8th, 10th or 11th grade or AP History curriculum.

During the semester, interns work closely as a research team and must be able to meet as needed to fulfill the requirements of each research project. Interns should expect to complete an average of 10 hours of work per week on internship research projects.

In this capacity, interns are expected to:

- be responsible members of their research team;
- attend all scheduled meetings and work collaboratively with their research team;
- identify the subjects and types of primary sources requested by the teacher;
- develop and adhere to a research timetable to meet the needs of the research projects;
- identify and discuss trends in the historical scholarship;
- identify, locate and analyze primary sources collected by group members;
- produce three research packets (see below) for the history teacher;
- complete three classroom observations;
- be prepared, active participants in seminar discussion;
- attend a mid-semester evaluation meeting with the HIST 195T instructor;
- collaborate on the production of a final research portfolio at the end of the semester;

Classroom Observations Expectations Interns complete a minimum of 20 hours in three levels of observation in history and social science classrooms in the Sacramento region:

- 1) Basic classroom observation (observe classroom environment, teaching methods, use of historical sources, student engagement)
- 2) Observation+teacher discussion (as above + a pre or post discussion with the teacher about the teacher's goals for the lesson, the structure, teaching methods/choices made and/or an evaluation of the success of the lesson)
- 3) Classroom interaction (as above + opportunity to interact with students in small group discussions or tutoring).

Internship assessment The history teacher who serves as the intern's research internship placement will submit two evaluations (mid-semester and final) of the quality of each intern's participation. Evaluations of interns will also be requested from teachers who participate in classroom observations.

Online Portfolio The portfolio documents the research efforts of each team. This is a semester-long project, continuously updated via LOCUS (see below). The final portfolio is due finals week. The final portfolio includes

Research Packets composed of the results of primary and secondary research: historiography essays, annotated bibliographies, and primary source analysis papers; copies of primary sources; any additional material relevant to the curriculum development project

At the end of the semester, the results of each research project will be presented to the teachers and will be made available to all interns.

Peer evaluations Each intern completes a confidential evaluation of the other research team members

LOCUS Interns enroll in a LOCUS course (<http://locus.csus.edu>). LOCUS serves as a primary tool of course communication and especially among the members of a research group during the semester. All course announcements and course materials will be distributed through LOCUS. Interns submit all completed assignments, observation reports, and peer evaluations to LOCUS.

The research portfolio is developed and submitted LOCUS. During the semester interns upload all relevant research materials, post drafts and final version of all papers and primary source documents used to in the final versions of their research packets.

Student Evaluation

Interns are assessed on a Credit / No Credit basis. A minimum grade of C- on all graded assignments and positive evaluations from the history teacher/internship supervisor is required to receive Credit for the course.

Seminar participation	20%
Online Portfolio	40%
Peer evaluations	10%
Classroom observations	30%

Semester Outline

<i>Date</i>	<i>Topic/Goals for the week</i>	<i>Assignments for Seminar</i>
Week 1	<u>Orientation session</u> * discuss goals for internship: research & classroom observation * clarify requirements for participation * select internship placements	Register for LOCUS
Week 2	<u>Seminar meeting</u> * discuss readings * confirm final internship placements * develop timetable for research project	Read for seminar discussion: Wineburg, "Historical Thinking and Other Unnatural Acts"
Week 3	<u>Seminar meeting</u> * discuss readings * discuss results of online exercise	Read for seminar discussion: Andrews & Burke, "What does it mean to think historically?" Drake & Drake "A Systematic Approach to Improve Students' Historical Thinking"
Week 4	Independent research	
Week 5	Independent research	
Week 6	<u>1st meeting with teacher</u> * discuss results of research * develop motivating questions	
Week 7	<u>Mid-Semester Seminar meeting</u> * Group presentations on research project * Discuss readings Independent research	Read for seminar discussion: Tom Holt, <i>Thinking Historically: Narrative, Imagination, and Understanding</i> ; Selections from Stearns et al
Week 8	Evaluation meetings Independent research	
Week 9	Evaluation meetings Finalize research & prepare 2 nd packet	Submit: classroom observation reports
Week 10	<u>Third meeting with teacher</u> *confirm topics parameters and goals of third project *develop timetable for research	Submit: classroom observation reports 2 nd research packet
Week 11	Independent research	
Week 12	Independent research	Submit: 2 nd classroom observation report
Week 13	Finalize research and prepare third packet	
Week 14	Final meeting with teacher	Submit: 3 rd research packet
Week 15	Final Seminar meeting * Group discussion of internship experience * Discuss readings Revise research packets	Read for discussion: Selections from Lea & Helfand

Finals Week	Submit: final portfolio; peer evaluations; 3 rd classroom observation report
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