



The University of North Carolina at Charlotte

New Graduate Course Proposal Department of Middle, Secondary, and K-12 Education

Course Title:

MDSK 6464: Primary and Secondary Source Analysis and Curriculum Development in Social Studies

Designed by and proposal submitted by: Tina Heafner, Ph.D.

New Social Studies Content Course for MAT Phase II and M.Ed. Middle and Secondary Social Studies Candidates

Proposal Summary:

The Department of Middle, Secondary, and K-12 Education proposes the addition of a new content specialization course in social studies. This course was developed for MAT Phase II and M.Ed. middle and secondary social studies teachers seeking advanced social studies licensure. This course is designed to

1. Improve content knowledge in the field of social studies.
2. Cultivate master's level expertise in content.
3. Access and utilize literature related to social studies content.
4. Conduct extensive research of primary sources relevant to social studies content.
5. Effectively develop social studies content resources to appropriately support student learning of social studies content.
6. Successfully integrate quality primary and secondary content resources for the teaching of social studies content and improving students' historical understanding.
7. Critically evaluate content resources through data-based analysis of impact on students learning.
8. Enable teachers to become knowledgeable, effective, reflective, responsive, and collaborative middle and secondary social studies teachers.
9. Support teachers in becoming leaders among social studies educators.
10. Provide coursework that accommodates teachers' professional schedules.

Proposed Catalog Copy:

This course is a 3-hour advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. The course provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources

to support student learning of social studies content, and experience in curriculum evaluation.

Justification:

The content specialization requirement within the Master's degree programs offered in Middle, Secondary, and K-12 Department, require MAT and M.Ed. candidates to demonstrate mastery level content understanding for the purpose of preparing teachers for advanced licensure in their field of study. Advanced content courses are designed to extend candidate knowledge of social studies content; however, many of the advanced content courses offerings are often not specifically applicable to the curriculum that social studies candidates are licensed to teach. Although candidates improve content knowledge in history and the social sciences, this does not necessarily translate into knowledge and skills needed in designing quality curriculum resources for middle and secondary learners. Thus, this course is designed to provide a more focused content study that enables candidates to transfer improved content knowledge into meaningful social studies content that aligns with advanced licensure content. Additionally, this course offers a program of study that capitalizes on a teachers' professional schedule. Through extensive research of primary and secondary sources candidates collect quality teacher and student content resources to support required social studies curriculum as well as content resources that enhance student historical understanding. These resources will form the basis for designing curriculum materials for use within middle and secondary social studies classrooms. The course also provides teachers with the opportunity critically evaluate the quality and effectiveness of content materials in improving middle and secondary student learning and understanding of social studies content. This course addresses NCDPI advanced licensure standard D: Content Development and prepares social studies candidates using National Board Content Standards and the National Council for the Social Studies Content Standards.

IMPACT:

What group(s) of students will be served by this proposal?

The primary groups of students that will be served by this proposal are MAT Phase II and M.Ed. middle and secondary social studies students in the Middle, Secondary, and K-12 Education Department.

What effect will this proposal have on existing courses and curricula?

This course will have no effect on existing courses and curricula other than expanding content course offerings for advanced licensure candidates. The course provides a need in addressing the lack of access to many advanced history courses and the limitation of applicability of other social science content courses.

When and how often will added course(s) be taught?

The course will be taught on a need and enrollment basis. The course was taught in fall 2006 as a topics course (MDSK 5000: Issues in Social Studies Education). The course will be taught no more than once each academic year.

How will the content and/or frequency of offering of other courses be affected?

The creation of this course should have no direct impact on existing course offerings. This course will increase course offerings in advance social studies content.

What is the anticipated enrollment in course(s) added (for credit and auditors)?

Course enrollment is anticipated to be 10-15 per academic year.

How will enrollment in other courses be affected?

The creation of this course should have no negative impact on enrollment in existing course offerings. As noted, there is a shortage of course offerings that are applicable advance social studies content.

How did you determine this?

Through advising all MAT and M.Ed. social studies teacher education candidates, students have expressed the need for applicable and accessible advanced content courses.

If course(s) has been offered previously under special topics numbers, give details of experience included number of times taught and enrollment figures.

The course was offered in fall 2006 as a pilot course. Six students enrolled in the course and course evaluations were extremely high. The mean evaluation was 4.85 on a 5 point scale with 5 being the highest possible rating. Students indicated a definite need for this course as part of their content specialization. Student feedback indicated that utility of the course in improving content knowledge as well as designing applicable curriculum that positively impacted their students' learning of social studies content. Given the popularity and success of this course three students will be taking this course as an independent study in summer 2007.

Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

This course will satisfy a content specialization requirement and will have no effect on curriculum outlines or requirements for the degree.

Resources Required to Support Proposal

Personnel—None. This course was designed in spring 2006 and taught in fall 2006 by Dr. Tina Heafner. Dr. Heafner has expertise in social studies is qualified to teach this course.

Physical Facility—None

Equipment and Supplies—None

Computer—Current computer labs provided by the University are sufficient.

Other Resources—None

Consultation with the Library and other Departments or Units

Consultation with the History Department—

Dr. John Smail, Chair of the History Department, in consultation with History Faculty endorses this course as noted in the following email correspondence.

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In an ideal world, I think there is an argument that the content courses required for students pursuing a graduate license (MAT or M.Ed.) in social studies would be taught by faculty in the disciplines. I note, for example, that in the planning sheets for both the MAT and the M.Ed. in social studies that there is a clear distinction between professional education courses and disciplinary courses, and I would assume that is because it is recognized that faculty in the disciplines for which students are seeking licensure (whether science or social science) are deemed to have the appropriate mastery of the content material. In this context, having faculty from MDSK teach a content course runs somewhat counter to the logic behind those program's design.

That said I recognize that the graduate offerings in the Department of History are, by and large, not appropriate given the specific learning objectives of this course, for we would not teach a course for our graduate students that is, in effect, a graduate version of the 'Teaching History' class that Oscar Lansen has developed. Moreover, I recognize that our graduate program is not always able to accommodate students pursuing these master's programs and that the different academic cultures of the degree programs has caused problems.

Therefore I would endorse the proposal.

Library Consultation—Judy Walker

Attachments

1. Syllabus from fall 2006 pilot course.

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MDSK 6464

(Piloted as MDSK 5000 in fall 2006)

**Primary and Secondary Source Analysis and Curriculum
Development in Social Studies**

Description:

This course is a 3-hour advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. The course provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources to support student learning of social studies content, and experience in curriculum evaluation.

Rationale:

The content specialization requirement within the Master's degree programs offered in Middle, Secondary, and K-12 Department, require MAT and M.Ed. candidates to demonstrate mastery level content understanding for the purpose of preparing teachers for advanced licensure in their field of study. Advanced content courses are designed to extend candidate knowledge of social studies content; however, many of the advance content courses offerings are often not applicable to the curriculum that social studies candidates are licensed to teach. Although candidates improve content knowledge in history and the social sciences, this does not necessarily translate into knowledge and skills needed in designing quality curriculum resources for middles and secondary students. Thus, this course is designed to provide a

more focused content study that enables candidates to transfer improved content knowledge into meaningful social studies content that aligns with advanced licensure content. Through extensive research of primary and secondary sources candidates collect quality teacher and student content resources to support required social studies curriculum. These resources will form the basis for designing curriculum materials for use within middle and secondary social studies classrooms. The course also provides teachers with the opportunity critically evaluate the quality and effectiveness of the content materials in improving middle and secondary student learning and understanding of social studies content. This course addresses NCDPI advanced licensure standard D: Content Development and prepares social studies candidates using National Board Content Standards and the National Council for the Social Studies Content Standards.

Prerequisites:

Admission to Phase II MAT or acceptance into the M.Ed. program.

Co-requisites:

None

Goals:

- To develop masters level expertise in content.
- To access and utilize the literature related to social studies content.
- To conduct extensive research of primary sources relevant to social studies content.
- To effectively develop social studies content resources to appropriately support student learning of social studies content.
- To successfully integrate content resources for the teaching of social studies content.
- To critically evaluate content resources through data-based analysis of impact on students learning.
- To become knowledgeable, effective, reflective, responsive, and collaborative middle and secondary social studies teachers.
- To become a leader among social studies educators.

Objectives:

MDSK 5000 course objectives and associated content are grounded in the College of Education Conceptual Framework and national and state standards: competencies of the National Council for the Social Studies (NCSS), the North Carolina State Department of Public Instruction (NCDPI), NBPTS and NCATE.

- To provide a forum for exploration of Social Studies content.
- To participate in the development of Social Studies curricula.
- To promote the application of quality content resources to encourage student understanding of social studies content.
- To improve assessment and evaluation knowledge and skills for the purpose of promoting quality social studies curriculum development.
- To reflectively analyze social studies content and instruction for the improvement of educational experiences for students.

The explicit goals of this course and the assignments are to improve candidate knowledge of social studies content and ability to develop effective and successful content resources for classroom instruction as well as strengthen candidate assessment skills at evaluating the quality of content resources for improving student understanding of social studies.

The College of Education Conceptual Framework

UNC Charlotte develops excellent professionals who are knowledgeable, effective, reflective, responsive to equity and diversity, collaborative, and who are leaders in their profession.

1. Knowledgeable

- demonstrate highly advanced knowledge of human development and of student needs
- demonstrate highly advanced knowledge of curriculum and content
- demonstrate highly advanced knowledge of expectations within a variety of educational environments for P-12 children/ youth/ young adults and their families, as well as state standards for P12 learners, instructional contexts, social contexts, and societal goals
- make links among theory, research and practice as well as between content and pedagogy
- apply their knowledge to planning, goal-setting, implementation, and continuous assessment
- demonstrate knowledge, high regard and adherence to the ethical standards of their field
- expand their professional knowledge through the use of technological resources

2. Effective

- use justifiable, appropriate strategies well grounded in research and the wisdom of practice within their respective disciplines
- use data to make professional decisions
- have a positive impact on P-12 student learning

3. Reflective

- demonstrate excellence in their reflective educational decision-making
- demonstrate reflective self evaluation skills
- demonstrate flexibility and adaptability
- engage in continuous improvement of professional practice

4. Responsive to Equity/ Diversity

- apply their knowledge and skills to foster educational environments that are respectful of diverse backgrounds and cultures
- promote positive, supportive educational environments that are respectful of and responsive to individual differences
- provide developmentally appropriate, age appropriate, individually appropriate, and culturally responsive instruction
- practice inclusive professional practices that respond effectively to the educational needs of all children/youth/young adults
- hold high expectations for all children/youth/young adults and provide high levels of support for high achievement

- recognize that equity and social justice are enhanced through education
5. **Collaborative**
- value the collective contribution of others in their efforts to provide excellent programs and services
 - demonstrate effective communication, decision making, problem solving and interactive teaming skills.
 - work in partnership with families, communities, and colleagues for the benefit of children/ youth/ young adults
6. **Leaders**
- demonstrate leadership in the improvement of professional practice at a variety of levels
 - communicate effectively their professional knowledge to others
 - engage in policy decisions that have positive impacts on P-12 children/ youth/ young adults

National Board for Professional Teaching Standards (NBPTS)

NBPTS <http://www.nbpts.org/about/index.cfm>

What Teachers Should Know and Be Able to Do:

The Five Core Propositions of the National Board

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

NBPTS Social Studies-History

The National Board for Professional Teaching Standards has developed the following 12 standards of accomplished practice for social studies-history teachers. The standards have been ordered as they have to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of teaching. The standards serve as the basis for the National Board Certification in this field.

Preparing for Student Learning

I. Knowledge of Students: Accomplished teachers understand the cognitive, physical, and social development of young people and the diversity among them, observe them insightfully, and use this information to guide their practice and to form constructive relationships with the students they teach.

II. Valuing Diversity: Accomplished teachers understand that each student brings diverse perspectives to any experience. These teachers encourage all students to know and value themselves and others.

III. Knowledge of Subject Matter: Accomplished teachers draw on a broad knowledge of social studies and history to establish important and challenging instructional goals that engage and empower students, and they plan an integrated curriculum based on the major

concepts, themes, principles, relationships, and processes illuminated by history and social studies. Advancing Student Learning

IV. Advancing Disciplinary Knowledge and Understanding: Accomplished teachers have a repertoire of strategies and techniques that engage student interest in and advance student understanding of United States History, World History, Economics, Political Science, and Geography.

V. Promoting Social Understanding: Accomplished teachers promote in their students an understanding of how the social aspects of the human condition have evolved over time, the variations in societies that occur in different physical environments and cultural settings, and the emerging trends that seem likely to shape the future.

VI. Developing Civic Competence: Accomplished teachers develop in their students the knowledge, skills, and attitudes necessary to be responsible citizens of a constitutional democracy.

Supporting Student Learning

VII. Instructional Resources: Accomplished teachers select, adapt, and create rich and varied resources for social studies and history and use them productively.

VIII. Learning Environments: Accomplished teachers create and foster for students dynamic learning environments characterized by trust, equity, risk taking, independence, and collaboration.

IX. Assessment: Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development and assist students in reflecting on their own progress.

X. Reflection: Accomplished teachers reflect on their practice, on students' performance, and on developments in their field to steadily extend their knowledge, improve their teaching, and refine their philosophy of education.

XI. Family Partnerships: Accomplished teachers understand and value the distinctive role of parents and guardians, and they continually seek opportunities to build strong partnerships with them.

XII. Professional Contributions: Accomplished teachers regularly work with others to foster the growth and development of their colleagues, their school, and their field.

NCSS (National Council for the Social Studies) Content Standards

NCSS <http://www.ncss.org/>

NCSS Strands

1. Culture and Cultural Diversity
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections

10. Civic Ideals and Practices

NCDPI Advanced Licensure Standards

This course is designed to address North Carolina Department of Public Instruction Advanced Licensure Standards. These standards require candidates to apply mastery level knowledge and demonstrate expertise in five standards. The five standards are as follows:

- A. Instructional Expertise
- B. Knowledge of Learners
- C. Research
- D. Content Development
- E. Professional Development and Leadership

Required Course Texts and Readings

- * To be determined individually based upon the designed program of study and social studies content topic.
- * Required reading must demonstrate extensive research and mastery level content knowledge.
- * Review of several issues of applicable content journals.

Recommended Readings

- * Kincheloe, Joe L. (2001). Getting Beyond the Facts: Teaching Social Studies/Social Sciences in the Twenty-first Century. New York, NY: Peter Lang Publishing, Inc. ISBN# 0-8204-4162-7.
- * Percoco, James A. (2001). Divided We Stand: Teaching about Conflict in U.S. History. Portsmouth, NH: Heinemann. ISBN # 0-325-00329-7.
- * Quinn, E. (2004). History in Literature: A Reader's Guide to 20th Century History and the Literature It Inspired. New York, NY: Checkmark Books. ISBN # 0-8160-4694-8.
- * Stearns, P. N., Seixas, P., & Wineburg, S. (2000). Knowing, Teaching, & Learning History. New York, NY: New York University Press. ISBN # 0-8147-8142-X.
- * Wineburg, S. (2001). Historical Thinking and Other Unnatural Acts. New York, NY: Peter Lang Publishing, Inc. ISBN# 0-8204-4162-7.
- * Zinn, H. (2003). A People's History of the United States. New York, NY: The New Press. ISBN # 1-56584-826-8.
- * Free at Last: The Struggle for Civil Rights. (2000). Logan, Iowa. Perfection Learning Corporation. ISBN #0-7891-5212-6.

Academic Integrity

Students have the responsibility to know and observe the requirements of the UNCC Code of Student Academic Integrity (2003-2005 UNCC Catalog, p. 275 and <http://www.uncc.edu/catalog/yr2001-03/studentconduct.htm>). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Statement of Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Course Content & Assignments

The content of the course will be individually designed at an organizational meeting occurring in mid-May. This course will span both summer 2006 and fall 2006. The purpose is to allow for extensive research over the summer break from the rigorous demands of the academic calendar. Candidates will select a topic of interest relevant to the middle and secondary social studies curriculum. Topics are limited to those that will be taught in fall 2006 and must align with NCSCOS and NCSS standards.

Task 1: Once a topic has been chosen, candidates will design a program of study outlining their research objectives, plans for travel to collect primary sources, identification of readings including texts and journal articles, and plans for implementation. The purpose of your program of study is to extend your knowledge and understanding of social studies content. A schedule identifying dates for expected completion of each aspect of the program of study must be included. You will be expected to meet your program goals and deadlines. Your program of study must be submitted to Dr. Heafner by June 5, 2006. You will email a self-assessment analysis of your progress periodically to Dr. Heafner. Progress report checks are due at the end of each month: June, July, August, September, October, November, and December.

Task 2: After becoming the content expert, you will design content resources for application in your classroom in fall 2006. These content resources must utilize primary sources and materials collected from your research. You may also include secondary sources where appropriate. Content resources should be accessible to learners and grade level appropriate. Content resources will be submitted to Dr. Heafner for evaluation no later than September 5, 2006.

Task 3: Once you have developed your curriculum and content resources, you will teach your unit of study integrating these content resources. You will need to arrange with Dr. Heafner in advance when you will be teaching your unit. You will develop a data assessment plan for

how you will determine the quality of your resources and impact on student learning. This will include the collection of quantitative and qualitative student data and artifacts. In addition, you will conduct quantitative and qualitative data analyses to determine the effectiveness of your content resources and your overall impact on student learning of social studies content. You will write a reflective paper critiquing your content resources, implementation, and impact on student learning. The paper must be typed, double spaced, 12 point font, and free of grammatical errors. The paper will be submitted along with data and artifacts.

Task 4: Throughout the course you will be expected to work with your social studies colleagues in building a network of experts. You will rely upon each other for collaborative analysis of your program of study, selected readings, development of curriculum resources, and ideas for implementation. You will share your curriculum resources to expand the knowledge of others. Lastly, collectively we will critique experiences of implementation. All curriculum resources must be submitted to Dr. Heafner one week prior to the last class meeting for duplication.

Tentative Agenda

Attendance Requirements

Class Meetings: Much of this course will be individualized, but there will be a few seminar meetings. Due to the limited number of class meetings, attendance is required at all class meetings.

Date	Time	Topic
5/11/06	4:30 pm - 7:20 pm	Syllabus, Course Description & Overview Preliminary Planning
6/5/06	Individual Meetings/Email	Task 1 Program of Study Due
6/06-8/06	Individual Research/Email	Research and Travel for purpose of collecting teacher and student primary source materials for curriculum development
8/15/06	4:30 pm - 7:20 pm	Reflections on Content Research Development of Content Resources
9/5/06	Individual Meeting/Email	Task 2 Content Resources Due
9/5/06-11/10/06	Individual Meetings/Email	Schedule Date for Implementation

10/06-11/06	Onsite Observations Individual Meetings/Email	Observations of Primary Source Implementation & Data Collection for Project Evaluation
11/15/06	5:00 pm - 7:50 pm	Basics of Data Analysis and Project Evaluation
11/15-12/6	Individual Meetings/Email	Data analysis of effectiveness of content resources & impact on student learning
12/6/06	5:00 pm - 7:50 pm	Collaborative evaluation of projects Discussion of data analysis progress
12/13/06	5:00 pm - 7:50 pm Final Exam	Collaborative Sharing of Content Resources & Collective Critiques of Impact on Student Learning of Content Task 3 Due

Assessment & Evaluation

Assessment will focus on the quality of candidate work for four tasks and level of proficiency in addressing course goals and objectives. Each task will be worth a total of 100 points.

Grades for the course will be based on the following grading scale:

A= 400-360 points

B= 359-320points

C= 319-280 points

U= 279-0 points

Grade of Incomplete: If during the semester you feel that you will be unable to attend class or complete assigned work for an extended time, seek assistance from the Office of Disabilities. Only upon the recommendation of the Office of Disabilities will an incomplete be issued. Temporary illness is not a case for requesting an incomplete.

Assignment	Total Points	Percentage of Final Grade
Task 1: Design and Quality of Program of Study	100	25%
Task 2: Development of Content Resources	100	25%
Task 3: Application of Content Resources	100	25%
Task 4: Collaborative Contributions Participation in class sessions, collaborative planning, and collective critiques	100	25%