California State University, San Marcos

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies

<table>
<thead>
<tr>
<th>1. Desired Term:</th>
<th>Spring</th>
<th>Year of implementation: 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Course abbreviation and Number:</td>
<td>EDUC 1091</td>
<td></td>
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<tr>
<td>2b. Abbreviated Title:</td>
<td>SMUSD Teaching American History</td>
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<tr>
<td>3. College:</td>
<td>Education</td>
<td></td>
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<tr>
<td>4. Number of Units:</td>
<td>3</td>
<td></td>
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<tr>
<td>5. Billing Units:</td>
<td>$80 per unit</td>
<td></td>
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<tr>
<td>6. Allowed Student Levels:</td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>7. Grading Method:</td>
<td>Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)</td>
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<td></td>
<td>Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress)</td>
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<td>Credit/No Credit Only (C)</td>
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<tr>
<td></td>
<td>Credit/No Credit or Report-in-Progress Only (CP)</td>
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<tr>
<td>8. Mode of Instruction:</td>
<td>Type of Instruction</td>
<td>Number of Credit Units</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>3</td>
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<td>Activity</td>
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<td></td>
<td>Lab</td>
<td></td>
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<tr>
<td>9. Attributes: Course Requires Consent for Enrollment?</td>
<td>Yes</td>
<td>x</td>
</tr>
<tr>
<td>Faculty</td>
<td>Credential Analyst</td>
<td>Dean</td>
</tr>
<tr>
<td>Program/Department - Director/Chair</td>
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<tr>
<td>Prerequisites:</td>
<td>Co-requisites:</td>
<td></td>
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<tr>
<td>10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check &quot;yes&quot; and obtain signature.)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.</td>
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<tr>
<td>Support</td>
<td>Oppose</td>
<td></td>
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<tr>
<td>Discipline</td>
<td>Signature</td>
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<td>Date</td>
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</tbody>
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Important: Please Complete

1. Instructor | Kevin Dawson & William Bauer |
2. Please complete the Extension Course Proposal Form http://www.csusm.edu/academic_programs/curriculum_forms/index.html

SIGNATURES: (COLLEGE LEVEL)

1. Program Director/Chair | Date |
2. College Dean (or Designee) | Date |

SIGNATURES: (UNIVERSITY LEVEL)

3. Dean of Extended Studies (or Designee) | Date |
4. President for Academic Affairs (or Designee) | Date |
In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form—along with Form X: New Course Non-degree Credit—to our office as soon as possible. Questions before you submit? Call (760)750-4020.

- **Course Title:**
  FOUNDATIONS of American History for Elementary Teachers, San Marcos Unified School District Teaching American History Grant Project

- **Course Description:** (Please provide a short paragraph describing the purpose, topics and audience for your course. Be sure to include the benefits for students who take your course. An edited version of this description will be used for promotional copy.)

During the nine days of professional development training, participants will deepen their knowledge of American History so that they can develop standards based lessons that focus on sound pedagogy, utilizing Web 2.0 technologies. Under the guidance of leading historians, participants will explore the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples East of Mississippi. They will also investigate the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the East Indies, the British Colonies, and Europe. Participants will be trained to develop interactive lessons that will be posted on the Foundations project website for other teachers throughout the United States to access and use. Appropriate technology topics will be covered, ranging from Word and PowerPoint to using Facebook, Twitter, blogs, chat, and discussion thread to communicate with other teachers and students.

- **Course Objectives:** (Provide specific student learning outcomes and how they will be achieved.)
  o Increase the content knowledge of American history teachers-Participants will raise their test scores between a pre- and post-test by 35%
  o Utilize a series of formal historical-thinking and content-literacy skills-80% of participants will score proficient or above on an historical thinking assessment
  o Foster a powerful and enduring history-based professional learning community-80% of participants will attend 80% of available training hours. 100% of participants will develop at least one high quality lesson plan each year.
  o Improve the achievement of the participants’ students and increase their knowledge of traditional American history-Elementary students will raise their test scores between a pre- and post test by 20%
  o Integrate history content into English language arts lessons-80% of participants will have developed an ELA-equivalent lesson by the end of each year.
  o Disseminate valuable data-All submitted lesson plans will be uploaded to the project web site. 80% of participants will use and post at least one of Facebook, Twitter, blogs, chats, or discussion forums on the project web site by the end of the course. OUTCOME: Student achievement will improve via increased teacher knowledge and appreciation for American history.

- **Evaluation:** (What will be the basis for grades? How will you know that the students have achieved the course objectives?)
  In order to pass the course, all participants must receive a passing grade (74% or higher) on all three assessments:
  o History Content Knowledge Assessment-We will administer an online history content knowledge test, developed by Anodyne Professional Development Systems, a California based company that has successfully served as an external evaluator for numerous grants awarded through the Federal Department of Education. The questions will be selected based on the history content to be taught during the program, which will be taken from the NAEP question database or other nationally-validated sources and will contain a mix of easy,
medium, and hard questions. The assessment will be administered after the final session in April.

- Historical Thinking Assessment- Dr. Bill Ross, historical thinking specialist American Institute for History Education, will assess the participants on their historical thinking skills. This will be scored on a 5 point scale, of which 3+ or above counts as passing/proficient. The assessment will be administered after the final session in April.

- Standards Based History/English Language Arts Lesson- Each participant will be required to submit a lesson plan that will be scored on qualifying/non-qualifying basis, and will be uploaded to the project website.

  Grading Scale:
  A  95-100    B-  83-85
  A-  92-94    C+  80-82
  B+  89-91    C   77-79
  B   86-88    C-  74-76

- Course Length: (How many actual contact hours in class? Note: Credit courses must contain a minimum of fifteen 50-minute contact hours for each semester unit of credit, and outside of class work by students is required.

  Contact Hours: 9 days x 6 hours per day = 54 hours = 3,240 minutes
  Students will be required to develop a lesson and participate in an online History Professional Learning Community

- Proposed Date(s):
  - Friday, Oct 29 & Saturday*, Oct 30, Comparison of Native Americans, Dr. Andrew Frank, Florida State University
  - Friday, Dec 3 & Saturday* Dec 4-Practical Application-Focus on Pedagogy & Web 2.0 Technology, Native Americans, Dr. Bobbi Hansen, USD
  - Thursday, Jan 27, Friday, Jan 28, and Saturday* Jan 29, Land & Sea Explorations, Triangle Trade, Roots of American Slavery, Dr. Kevin Dawson, University of Nevada, Las Vegas
  - Friday, Feb 25- Practical Application-Focus on Pedagogy & Web 2.0 Technology, Explorers, Triangle Trade, Roots of American Slavery, Dr. Bobbi Hansen, USD
  - Friday, April 29-Practical Application, Dr. Bobbi Hansen, USD, Showcase of lessons and projects

- Location: (Indicate if you are proposing this course to be scheduled and offered in our facilities, or if this course is to be held at an off-campus location, such as a school, district or county office, company, etc.)

  Richland Elementary School
  910 Borden Road
  San Marcos, CA 92069
  760-290-2400

- Support Needs: (Please indicate any special services you will need, such as audio-visual equipment, photocopying, room set-up, etc.)

  No services needed

- Comments: (Please add any other relevant information, such as whether or not the course has been taught elsewhere successfully, why the course is needed in our area, marketing suggestions, etc.)

When completed, please return this form, along with an up-to-date resume (with teaching references) to: Trish Henlon, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: thenlon@csusm.edu
FOUNDATIONS of American History for Elementary Teachers
San Marcos Unified School District Teaching American History Grant Project
Richland Elementary School, 910 Borden Avenue, San Marcos, CA 92089

Course Description
During the nine days of professional development training, participants will deepen their knowledge of American History so that they can develop standards based lessons that focus on sound pedagogy, utilizing Web 2.0 technologies. Under the guidance of leading historians, participants will explore the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples East of Mississippi. They will also investigate the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the East Indies, the British Colonies, and Europe. Participants will be trained to develop interactive lessons that will be posted on the Foundations project website for other teachers throughout the United States to access and use. Appropriate technology topics will be covered, ranging from Word and PowerPoint to using Facebook, Twitter, blogs, chat, and discussion thread to communicate with other teachers and students.

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Requirements
- Participation-Attend regularly scheduled training sessions
- Pre and Post Test Assessments-Each participant will be required to take a pre and post assessment on history content knowledge
- Historical Thinking Assessment-Each participant will be assessed on their historical thinking skills
- Design a standards based history lesson that would be suitable to used during English Arts Instruction
Schedule

Friday, Oct 29 & Saturday, Oct 30
*Comparison of Native Americans*, Dr. William Bauer, University of Nevada, Las Vegas
- Content knowledge pre-assessment
- Before Columbus: A comparison of the Native Americans; the impact of geography on American Indians' Lifestyles, Trade, Raids, Collaboration
- The Paradigm: Binary Paideia: Explain how a society defines itself, and then compare and contrast that society with another society

Friday, Dec 3 & Saturday Dec 4
*Practical Application-Focus on Pedagogy & Web 2.0 Technology, Native Americans*, Dr. Bobbi Hansen, USD
- The Strategies
  - Bracketing History: Learn how to comprehend chronology and the linear progression of time beyond rote memorization
- Content Literacy
  - Building Prior Knowledge: Engaging students through fact gathering, asking questions, making inferences and connections

Thursday, Jan 27, Friday, Jan 28, and Saturday*Jan 29
*Land & Sea Explorations, Triangle Trade, Roots of American Slavery*, Dr. Kevin Dawson, University of Nevada, Las Vegas
- Why now? A look at why, when, and how the time was right for explorations; By land and sea; the major exploration routes; the triangle trade, the routes of American slavery
- The Historical Thinking Skills: Building a foundation for acquiring historical knowledge: seeing the "big picture" of history, avoiding historical presentism

Friday, Feb 25
*Practical Application-Focus on Pedagogy & Web 2.0 Technology, Explorers, Triangle Trade, Roots of American Slavery*, Dr. Bobbi Hansen, USD
- The Strategies
  - E.Q.U.A.L.-strategy to study antecedent primary documents
  - The Great Parley: Studies events from multiple perspectives
- Content Literacy
  - Unlocking Expository Text Structure: Focusing on how expository text differs from narrative text and on strategies for becoming expert readers of history

Friday, April 29
*Practical Application*, Dr. Bobbi Hansen, USD, Showcase of lessons and projects
- Presentation of Projects
- Historical Thinking Assessment
- History Content Knowledge Post Assessment
- Course Evaluation
Grading
In order to pass the course, all participants must receive a passing grade (74% or higher) on all three assessments:

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Grading Scale:

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<th>Grade</th>
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<td>74-76</td>
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</tbody>
</table>
Kevin Dawson
Assistant Professor
Department of History, University of Nevada, Las Vegas
4505 Maryland Parkway, Box 455020 • Las Vegas, NV 89154-5020
(702) 895-2492  kevin.dawson@unlv.edu

Education:
University of South Carolina, Columbia, SC
California State University, Fullerton, Fullerton, CA
California State University, Fullerton, Fullerton, CA

Academic Awards, Grants, and Fellowships:
College of Liberal Arts Summer Stipend, 2008—University of Nevada, Las Vegas.
Faculty Summer Research Stipend—Fairfield University (2006).
Organization of American Historians 2005 Louis Pelzer Memorial Award for “Enslaved
Swimmers and Divers in the Atlantic World,” in The Journal of American History (March 2006),
pp. 1327-1355.
Paul Cuffe Memorial Fellowship—Frank C. Munson Institute of American Maritime Studies at
One-Month Fletcher Jones Foundation Fellow—Huntington Library (2004).
Third Place Graduate Student Day Award—University of South Carolina (2004).
• Presentation titled “A Culture of Cleanliness: Slaves’ Impact on Western Hygienic
Practices.”

Fellowship in Southern Studies—Institute for Southern Studies, University of South Carolina
(2003).
Four-Year Graduate School Fellow Appointment—University of South Carolina (2001).
Four-Year Department of History Fellowship—University of South Carolina (2001).

Selected Publications:
• “Slave Culture,” Robert Paquette and Mark M. Smith, eds., The Oxford Handbook of
• “Sport and Slavery,” in Edward E. Baptist, ed., Encyclopedia of Slavery in the Americas
• Book Review: Claudio Saunt, Black, White, and Indian: Race and the Unmaking of an

Academic Appointments:
University of Nevada, Las Vegas (August 2007-Present): Assistant Professor
Fairfield University, Fairfield, CT (August 2005-August 2007): Assistant Professor
University of South Carolina, Columbia, SC: Teaching Assistant
William J. Bauer, Jr.

Associate Professor

Department of History

University of Nevada, Las Vegas

4505 Maryland Parkway

Box 455020

Las Vegas, NV 89154-5020

Phone: (895-0918 ~ Fax: (702) 895-1782

wbauer@unlv.edu

EDUCATION

2000-05
Ph.D. University of Oklahoma, Norman, OK

1997
MA University of Oklahoma, Norman, OK

1995
BA University of Notre Dame, Notre Dame, Indiana

ACADEMIC POSITIONS

2008-present
Associate Professor, Department of History, University of Nevada, Las Vegas
Hi Peter,

The attached course through Extended Learning – SMUSD Teaching American History – has already begun (in October) and will continue through April. We only received the form on December 3rd, and I sent it to you a few days later. We know that faculty are very busy this time of year, but are hopeful you’ll be able to take a look at it in the coming week, as Extended Learning is eager to know if it will be approved for non-degree extension credit.

If we don’t hear back from you by the beginning of January, David will likely sign the form, by default, as we will have had it for one month by the time campus re-opens in the first week of January.

Thanks, and have a great holiday!
Virginia

From: Virginia Mann
Sent: Wednesday, December 15, 2010 10:22 AM
To: Peter Arnade
Subject: FW: History Course through EL.....

Peter – any comment regarding the attached Extended Learning course?

Thanks,
Virginia

From: Virginia Mann
Sent: Monday, December 06, 2010 9:31 AM
To: Peter Arnade
Cc: Nicole Orsini; David Barsky; Lourdes Shahamiri
Subject: History Course through EL.....

Dear Peter,

Extended Learning has proposed the attached course for non-degree extension credit – SMUSD Teaching American History.
Please let me know if the History Department has any comments or concerns regarding this course.

Thanks,
Virginia

Virginia Mann
Curriculum Specialist
Academic Programs
CSU San Marcos
Tel: (760) 750-8887