

**Program Report for the
Preparation of History Teachers**

Education Standards and Practices Board

C O V E R S H E E T

Institution: University of North Dakota

State: ND

Date Submitted: January, 2008

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Program documented in this report:

Name of Institution's program: History for Teacher Education

Grade levels for which candidates are being prepared: 9-12

Degree or award level: B.A. with major in History

Is this program offered at more than one site? ☐ Yes ☒ No

If yes, list sites at which the program is offered: _____

Title of the state license for which candidates are prepared
History

Program report status:

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

State licensure requirement for national recognition:

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☒ **Yes** ☐ **No**

REPORT

I. Contextual Information – Provides the opportunity for institutions to present general information to help reviewers understand the program.

The Department of History desires to meet the trends of the profession and fulfill the demands of our faculty and students. That said, our “official” mission statement: “The general mission of the Department of History is to offer undergraduate and graduate courses in most fields of history, to provide service and academic support to the University and State, to promote a better understanding of the community, state, nation, and world through research and writing.” To accomplish these broad goals, the History Department adopted a “select program mission” which included the following major points. “1.) Teaching lower and upper division history courses to the broad spectrum of the University’s student population. 2.) Preparing history majors for teaching and other professional positions. 3.) Teaching graduate courses – primarily to students in the history program. 4.) Directing the research and related work of MA and DA students in the history program. 5.) Advising and directing students in programs leading to the BA, MED, MA and DA degrees.”

Moreover, 1) Affective goals for students enrolled in history courses: To stimulate an appetite for history To encourage multi cultural awareness and appreciation To foster a commitment to lifelong learning To foster the study and teaching of history To grasp their personal historical agency To understand their roles as citizens of the world 2) Behavioral goals for students enrolled in history courses: To instill critical thinking abilities To foster writing skills To improve communications skills 3) Cognitive goals for students enrolled in history courses: To master basic content, i.e., "the facts" To understand how historians interpret the past; i.e., theory and methodology To relate geography and literature to history To understand cultural differences To be able to locate information To be able to integrate and synthesize material To understand how groups of people have come to important societal decisions.

The process of revising the Department’s actual mission, if not the mission statement itself, has been an ongoing process for most of the past decade. In more formal terms, however, in January of 1998 the History Department approved a motion to commence a process of re-visioning our program. As Dr. David Rowley, the Department Chair at the time, put it in the History Department’s 1998 “Self-Study Report,” while the Department “will certainly not diminish any of [its] commitment to the Liberal Arts or to providing strong offerings in our BA, MA and Doctoral degree programs” it was also the case that the Department needed to address the College of Arts and Sciences’ then-new mission statement more fully. Thus, the portion of that mission statement which sought to promote “cultural diversity among its students, faculty and staff,” was of considerable importance to this Department. To that end, the History Department has expanded and diversified its curriculum in the fields of women’s history, gender and cultural analysis, world history, African history, Atlantic world history, African-American history, and the Native history of North America. We have recently added course work in oral history, comparative history, medieval history, and foresee additional new courses as well, particularly in relation non-Western fields.

As we undergo retirements/resignations and undertake hires, we discuss at great length issues related to our mission. Conceptualizing our mission without this actual term being used can be found in our assessment plan, general education reports, etc.

We take seriously the mission of the University of North Dakota to provide a well-rounded education, and to ensure that students are learning from our classes. Two members of our Department—Drs. Kelsch and Mochoruk—have served as members of the General Education Task Force. As is also plain from other parts of this Annual Report, the Department feels that it has a strong mission in both the research and service fields.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: History		
Academic Year	# of Candidates Enrolled in the Program*	# of Program Completers
2004-2005	17	3
2005-2006	22	4
2006-2007	22	2

* These numbers represent candidates who have declared both social studies and history on their application to Teacher Education.

SOCIAL STUDIES

<http://www.und.nodak.edu/dept/registrar/catalogs/catalog/ugdept/depts/hist.htm>

I. Contextual Information & Program Response To ESPB Standards

Program: History Education

*The social studies program usually follows one of two patterns: (1) **the subject major pattern emphasizes one or more areas of the social studies, supplemented by work in cognate areas**, or (2) **the composite major pattern embraces a broad base of social studies including history, political science and civics, economics, History, and sociology or psychology or cultural anthropology or global studies**. Programs must meet the appropriate section of each content standard (i.e. Standard 15020.1 History) and also Standards 2 through 6 (i.e. 15020.2 – 15020.6)*

*Social studies programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in **history**, geography, civics and government, economics, or composite social studies will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the ND standards for the area: history 18 SH (a minimum of 6 SH of U.S. and 6 SH of non-U.S. history), History 12 SH, civics and government 12 SH, and economics 12 SH, or a minimum of 6 SH aligned with the ND standards for any other specific social studies discipline.*

Descriptive Information About the Program

The History program at the University prepares students to understand themselves and their society, as well as people in different cultures in the past and in the present. Beyond this, the

department prepares students for the teaching of history at all levels, government service, and graduate studies in history. The study of history may serve as pre-professional preparation for other areas such as law or the ministry.

At present, we have a Plan A major and Plan B major. Plan A is traditionally adhered to by individuals who do not desire to teach, but rather to pursue additional education, enter business, or engage in some other career path. Plan A requires a Level IV proficiency in a language other than English. Individuals seeking to teach predominantly pursue Plan B. As such, it incorporates eight courses from the social sciences disciplines. Neither plan has seen a formal restructuring in quite some time. Each track requires 35 history hours. In both cases, students are required to take the survey series (Western Civilization I and II, American Survey I and II), as well as History 240 "The Historian's Craft" and History 440 "Research". And while some variation in requirements exist for the plans, in each case; majors take at least 18 hours of history coursework beyond that already described.

When taken in conjunction with the Teaching and Learning program in Secondary Education, Option B satisfies the requirements for teacher certification in the Social Sciences. Prospective teachers should seek an adviser in the College of Education and Human Development in addition to their adviser in the History department.

Due to changes within the Economics Department, we are no longer able to offer Plan B as it appears in the catalog. However, the department has undertaken to reformulate Plan B. A committee has reported its findings to department, and with only minor changes adopted the document. It must now wend its way through the Curriculum Committee before it can be fully implemented. Until it can be fully implemented, Associate Dean Tom Rand has been forced to approve/disapprove all changes, making for a time-consuming process.

Traditionally, students have taken course work directed towards either United States history, or non-United States history, with the truth of the latter option being primarily European course work. However, in recent years, offerings in African history, the Atlantic world and the British Commonwealth have become available, as have thematic courses in oral history, slavery, and gender studies. The arrival of Dr. Hans Broedel promises to add some breadth to our offerings in European history, temporally, as well as geographically. He has also added coursework on subjects such as death and dying, witchcraft, and science. While Dr. Broedel's additions to the department bode well for its students, we still find ourselves with so much of the world "uncovered". If we hope to maintain our commitment to promoting cultural diversity and cultural sensitivity the Department will need to acquire additional budget lines.

Dr. Colleen Berry, Department of Languages, offers an every fourth semester course in Chinese history for the department, gratis.

Few courses have been added to the Department's curriculum in the previous year. However, Dr. Broedel did prepare the aforementioned three new courses on European social history, one on the graduate level and two on the undergraduate level. Faculty members are constantly updating their courses via new pedagogical insights, applications of technology and new interpretations of

materials. Hence, even though a course offering may appear similar to a previous offering, it is generally substantively different than in its previous rendition.

Response to Standards

Directions: For each ESPB Standard listed below, respond to each question listed. You must include a minimum of 3 assessments that provide evidence that ALL standards are met. You may use more than three if you wish and you may use the same assessments for different standards as appropriate.

15020.1 History

In the subject major curriculum, the program requires beyond the introductory level the study of the nature and scope of history including North Dakota, United States, and the world. The study of a second social science beyond the introductory level is also required.

1. **Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard. All required courses are linked to syllabi.**

North Dakota

[History 220: History of North Dakota](#): A survey emphasizing settlement and development, noting the consequences of the state's location, climate, and settlers on the situation in which it now finds itself.

United States

[History 210. United States Military History](#). 3 credits. A survey from colonial times to the present of the Army's role in the formulation and implementation of national defense. Attention is given to the Constitutional and legal status of the Army, changing concepts in military organization and training, public attitudes toward the military, and the influences of the Army on American society. Specific wars and battles are studied in terms of military tactics and strategy.

[240. The Historian's Craft](#). 3 credits. An introduction to research and writing history. Students will learn critical reading of secondary sources, how to locate and evaluate resources, how to analyze evidence, how to apply the style and form of historical writing, and how to utilize methods of research. Students will also study historiography and types of historical writing and practice.

[269. World War II](#). 3 credits. A brief survey of the background, strategy and major campaigns of World War II including some of the diplomatic and political problems encountered by the major belligerents. The course includes extensive use of documentary film.

[332. Women in American History to 1865](#). 3 credits. A survey of U.S. women's history from the fifteenth century to 1865. The course will examine historical events and their significance for women of diverse cultures and classes.

333. Women in American History Since 1865. 3 credits. A study of the history of American women after the adoption of the Thirteenth Amendment to the Constitution.

The course will examine historical events and their significance for women of diverse cultures and classes.

[335. Nuclear Weapons and the Modern Age](#). 3 credits. An introduction to the history of: nuclear weapons and their delivery systems, their development and use during World War II, the nuclear arms race between the U.S. and the U.S.S.R., popular disarmament movements, and diplomatic efforts to control nuclear weapons and their proliferation. A final section will deal with the nuclear implications of the end of the Cold War and the development of new nuclear states in the last years of the 20th century. The course will include—from an historian's point of view—some technical material necessary to a reasonable and realistic understanding of the subject.

[339. The United States and Vietnam, 1945-1975](#). 3 credits. An exploration of Southeast Asian as well as American history. This course will survey briefly the development of Vietnamese culture and nationalism, the history of French imperialism in Indochina as background to an examination of the development of the Vietnamese independence movement, the origins of Vietnamese communism, the war for independence from France, and the violent and tragic relationship between the U.S. and Vietnam from the end of World War II to the final departure of American forces from Saigon.

[370. African-American History to 1877](#). 3 credits. This course begins with an examination of when and why the idea of race first developed; it then surveys colonial slavery, the impact of the American Revolution on race relations, and the slave community during the antebellum period. We also consider the lives of free blacks in the North and South, as well as the similarities and differences between U.S. and Latin American slavery. The course concludes with a detailed look at Reconstruction, this nation's experiment in interracial democracy. Through lecture, discussion, projects, and writing assignments, History 370 highlights both the tribulations and triumphs of African Americans.

[371. African-American History since 1877](#). 3 credits. This course begins with a brief overview of Reconstruction; it then examines Populism, the entrenchment of Jim Crow segregation, and the philosophies of Booker T. Washington and W.E.B. Dubois. We also explore the impact of World War I on African Americans, as well as the Great Migration, the Harlem Renaissance, and the Great Depression/World War II era. Several weeks are devoted to the Civil Rights and Black Power Movements, and the course concludes with an examination of contemporary race relations. A mixture of lectures, discussion, projects, and writing assignments, History 371 emphasizes both the travails and triumphs of African Americans since 1877, and endeavors to discover (and cultivate) the forces which promote racial equality and social justice.

[403. The United States: The Colonial Period](#). 3 credits. A survey of the background of British colonization, the development of diverse colonial cultures, and the transformation in maturing provincial societies of the European heritage. The seventeenth-century Age of Faith and the eighteenth-century Age of Reason are contrasted to illustrate the changing attitudes of Americans toward themselves and Britain. The underlying theme is

long-range causes of American independence.

[404. The United States: Revolutionary Era, 1760-1789.](#) 3 credits. A survey of the immediate causes of the American Revolution, with emphasis upon the incompatibility of American and British constitutional and ideological views. American techniques of propaganda and resistance are analyzed; military history is deemphasized. The results of independence are discussed in terms of the changing attitudes reflected in the Declaration of Independence, the Articles of Confederation, and the Constitution.

[405. The United States: Age of Jefferson and Jackson, 1789-1850.](#) 3 credits. A study of the creation of a new, expansive nationalism in the development of new institutions and new national character, and the simultaneous growth of sectional forces which brought the new nation to the brink of Civil War.

[406. The United States: Civil War and Reconstruction, 1850-1877.](#) 3 credits. A study of the acceleration of the forces of sectionalism and racism that caused the temporary breakdown of the American democratic process and the tragedy of Civil War and Reconstruction.

[407. The United States: Rise of Industrial America, 1877-1917.](#) 3 credits. A survey of the rise of America to industrial and world power. Emphasis is placed upon the great changes which the Industrial Revolution brought and the American response to these changes. Detailed attention is given to the Populist and Progressive movements. F/2

[408. The United States, 1920-1945.](#) 3 credits. A study of American society from the end of World War I through World War II. Emphasis will be placed upon the Republican ascendancy and social changes during the 1920s, the causes of the Great Depression, the New Deal, the road to World War II, and the war, especially the home front.

[412. U.S., Foreign Relations Since 1900.](#) 3 credits. An advanced survey of the major policies advocated and pursued by the U.S. during the 20th century.

[413. The United States Since 1945.](#) 3 credits. An advanced examination of the United States as it has developed from the height of its power, influence, and prosperity through years of upheaval, cultural and political transformation, and economic decline.

[425. American Family in Historical Perspective.](#) 3 credits. This course is devised as a survey of the family over the nation's first 400 years of existence. Course members will examine variations in the structure of the family, changes in the definition of the family and the forces which have wrought significant alterations in this most basic of social institutions, taking into consideration race, culture, and gender.

[470. United States-Canadian Relations, 1776 to the Present.](#) 3 credits. This course explores the historical relationships linking and dividing Canada and the United States of America since 1774. Because of the unique constitutional and diplomatic status of British

North America and then Canada itself, this course examines the often complex tri-partite relationship between the U.S., Canada, and Great Britain.

World

[240. The Historian's Craft](#). 3 credits. An introduction to research and writing history. Students will learn critical reading of secondary sources, how to locate and evaluate resources, how to analyze evidence, how to apply the style and form of historical writing, and how to utilize methods of research. Students will also study historiography and types of historical writing and practice.

[269. World War II](#). 3 credits. A brief survey of the background, strategy and major campaigns of World War II including some of the diplomatic and political problems encountered by the major belligerents. The course includes extensive use of documentary film.

[301. Medieval Civilization](#). 3 credits. A survey of the development of Europe from the late Roman Empire to the Renaissance. Emphasis is on political and intellectual developments.

[335. Nuclear Weapons and the Modern Age](#). 3 credits. An introduction to the history of: nuclear weapons and their delivery systems, their development and use during World War II, the nuclear arms race between the U.S. and the U.S.S.R., popular disarmament movements, and diplomatic efforts to control nuclear weapons and their proliferation. A final section will deal with the nuclear implications of the end of the Cold War and the development of new nuclear states in the last years of the 20th century. The course will include—from an historian's point of view—some technical material necessary to a reasonable and realistic understanding of the subject.

[339. The United States and Vietnam, 1945-1975](#). 3 credits. An exploration of Southeast Asian as well as American history. This course will survey briefly the development of Vietnamese culture and nationalism, the history of French imperialism in Indochina as background to an examination of the development of the Vietnamese independence movement, the origins of Vietnamese communism, the war for independence from France, and the violent and tragic relationship between the U.S. and Vietnam from the end of World War II to the final departure of American forces from Saigon.

[340. Women in Early Modern Europe](#). 3 credits. This course surveys women's experiences in the development of European civilization from the Renaissance to the mid-18th century. The class will examine such issues as perceptions of gender, the role of institutions in defining women's "place," women's contributions to their societies, economies, states and cultures, the realities of their daily lives and their responses to these realities, and the significance for women of such developments as the Renaissance, the Reformation, social revolution, Imperialism, warfare and scientific discoveries.

[341. Women in European History Since 1750.](#) 3 credits. This course surveys women's experiences in the development of European civilization from the mid-18th century to the present. The class will examine such issues as perceptions of gender, the role of institutions in defining women's "place," women's contributions to their societies, economies, states and cultures, the realities of their daily lives and their responses to these realities, and the significance for women of such developments as the industrial revolution, modern political revolutions, the First and Second World Wars, the Holocaust and the Cold War.

[343. Ancient Greece.](#) 3 credits. A study of Greek prehistory and history to the end of the Hellenistic era. Greek achievements in art, commerce, literature, politics, religion, science, and technology are surveyed.

[344. Ancient Rome.](#) 3 credits. A survey of the prehistory, historical development, and ultimate decline in Rome. In addition to inquiries into the military, political, cultural, economic, and religious experiences of the ancient Romans, this course will attempt to delineate those qualities of life that were peculiarly Roman.

345. The Ancient Near East. 3 credits. A course intended to acquaint the student with cultures of the ancient western Asian world. Egypt, Iran, Iraq, Turkey, and the Levant are the areas emphasized.

[350. Europe: The Reformation, 1500-1648.](#) 3 credits. The flow of events and ideas in Europe from the beginning of the Reformation to the end of the religious wars.

[351. Europe: Age of Absolutism, 1648-1789.](#) 3 credits. The flow of events and ideas in Europe from the end of the Thirty Years' War to the French Revolution.

[352. Europe: French Revolution and Napoleonic Era, 1789-1815.](#) 3 credits. An engaging course that serves as an admirable vehicle with which to observe human nature at its best and worst, as people responded to unprecedented and unexpected problems and opportunities. Neither Europe nor the world were the same after this classic revolution and studying it compels a conclusion on how revolutions begin and, once begun, whether they move under their own momentum from moderation to excess to reaction.

[353. Europe: 1815-1918. 3 credits.](#) A study of such movements as industrialism, socialism, nationalism, and imperialism, developing the theme that those who sought to change behavior, institutions, frontiers, or governments from 1815 to 1848 employed idealistic and impractical means. After the 1848 revolutions that swept over Europe, a new "toughness of mind" emerged and those seeking to effect change became more practical and pragmatic, as manifested, for example, in Marxism and Realpolitik.

[355. Europe Since 1918.](#) 3 credits. A survey of European history from 1914 to the present, with emphasis on the issues, institutions, and problems confronting Europeans after the Great War of 1914-1918, a war that was fought "to make the world safe for

democracy,” but which was an event that signified “the end of the European Age,” a period during which Europeans and their institutions had exerted a dominant influence around the world.

[362. Modern China](#). 3 credits. A survey of the political, economic, social, and intellectual history of China from the Opium War (1842) until the present. Special attention will be paid to the problems of modernization in traditional societies and to the nature of fundamental social revolution.

[381. Modern Africa](#). 3 credits. This course will survey Africa’s history from the earliest times to the present. The majority of the class will focus upon the period from 1500 to the present and will explore how both internal and external forces shaped Africa’s history, especially in the 19th and 20th centuries. The class will spend time discussing the current problems and opportunities of Africa to present the students with a broad understanding of globalization.

[419. Great Britain Since 1815](#). 3 credits. A survey of British history since 1815 with an emphasis on the state of mind known as “Victorian,” as it was manifested, practiced, or criticized in the nineteenth century; its influence on economics, politics, foreign affairs, and social policy; and its vestiges in modern-day Britain.

[421. The British Empire, 1496-1884](#). 3 credits. A survey of British Imperial history from the Tudors to the “Scramble for Africa.” Particular attention will be paid to the social, economic, and political factors which shaped Britain’s Imperial history as well as the history of its colonies.

[422. The British Empire and Commonwealth, 1884-the present](#). 3 credits. A survey of British Imperial history from the “Scramble for Africa” to the present. Beginning with an overview of the early Empire, this course will focus upon the cultural, economic, and political factors which shaped and led to the deconstruction of the Empire/Commonwealth in the modern era.

[440. Research](#). 3 credits. In this course, students will design and conduct a major research project. Students will work with a member of the faculty who will guide their research. Students will write a paper and present their research orally.

[450. European Social History](#). 3 credits. This course will cover the methods, historiography, and problems of European social history. The course is divided into three sections for topical content: the Ancien Regime, the Age of Reform, and the Twentieth Century. There are several fairly specific skills students will develop, all of which can loosely be organized under the general heading of “how historians think:” to be able to distinguish between a primary and a secondary source; to be able to analyze a primary source within its appropriate historical context; to be able to locate the thesis or argument in a secondary source and to be able to offer an informed evaluation of that argument; to be able to read a secondary source within its particular context as part of a larger discussion of facts, individuals, events, etc.; and to be able to construct a sound historical

thesis/argument of their own, whether in writing or class discussions.

[460. The Atlantic World](#). 3 credits. This is a comparative world history course that focuses upon the cultural, economic, social, political, ideological and religious interaction, competition, conflict and change between Western Europe, West Africa, and the Americas. The course will begin in the 1400s by examining the foundations of European expansion and end with the revolutions of the Americas and Europe in the late 18th and early 19th centuries. A major focus of the class will be cultural interaction, the slave trade, and the foundations of the modern world system.

[470. United States-Canadian Relations, 1776 to the Present](#). 3 credits. This course explores the historical relationships linking and dividing Canada and the United States of America since 1774. Because of the unique constitutional and diplomatic status of British North America and then Canada itself, this course examines the often complex tri-partite relationship between the U.S., Canada, and Great Britain.

Study of required content in another social science:

Econ 420: Economic Education

Geog 161: World Regional Geography

Geog 319: Geography for Teachers

Pols 115: American Government I

2. Assessments

- a. History Praxis II Exam
- b. History Evaluation: Research Paper ([Rubric](#))
- c. History Oral Presentation of Research Project ([Rubric](#))
- d. Examples of other performance assessments may include how to:
 - i. identify and describe historical periods and patterns of change within and across civilizations such as the rise of nation-states, social, economic, and political revolutions;
 - ii. reconstruct and reinterpret the past using primary and secondary sources, checking their credibility, validating and weighing evidence for claims, and searching for causality;
 - iii. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemma, and persistent issues, while employing skepticism, critical thinking, and critical judgment;
 - iv. examine the social, political, and economic interactions between peoples of different cultures and perspectives on gender relations and men's and women's contributions to historical change; and compare and contrast these differing historic and contemporary experiences.

3. Results

- a. Praxis II results for History

Fall, 2006-Summer, 2007				
Program Area	ND Passing	Total Test	Average	Percent

	Score	Takers	Score	Passing
History-10941	151	2	155	50%
N of 2 is too small to draw conclusions				

b. History Evaluation Research Paper:

History 440 Evaluation: Research Paper				
Fall 07 N=15	Excellent 10-9	Good 8-7	Fair 6-5	Weak 4-1
Argument	6/40%	5/33%	4/27%	0%
Historical Methods	9/59%	4/27%	1/7%	1/7%
Sources	6/40%	7/46%	1/7%	1/7%
Content	8/53%	5/33%	1/7%	1/7%
Structure	10/67%	3/20%	2/13%	0%

c. History Oral Presentation of Research Project Scores:

History 440 Evaluation: Oral Presentation of Research Project				
Spring 07 & Fall 07 N=259	Excellent 9-10	Good 7-8	Fair 5-6	Weak 1-4
Presentation Content	124/47%	114/44%	17/7%	4/2%
Subject Knowledge	142/55%	99/38%	17/7%	0%
Presentation Organization	115/44.5%	115/44.5%	26/10%	3/1%
Presentation Style	93/36%	135/52%	27/10%	4/2%
Assessment	148/57%	89/34%	17/7%	5/2%

Student work samples

Materials from a variety of classes, and from a variety of levels of achievement, are located in the Hard Copy Exhibit Room.

15020.2, 15007.2, 15010.2, 15015.2, 15040.2, 15030.2, 15035.2

The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

[T&L 400: Methods and Materials of Social Studies](#): 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Co-requisite: T&L 486. Various teaching methods and

strategies and the materials used in teaching in a subject area. Some offered F only; some F, S.

This standard is one of the underlying dimensions of this program. It is best illustrated in T&L 400 (Methods and Materials of Social Studies) lecture-discussions focused upon the evolution of the social sciences and social studies education plus the emergence of the “The Standards Movement” in P-12 education. Furthermore, the undergraduates are required to be familiar with the ten themes that form the framework of the social studies standards as promulgated by the National Council for the Social Studies, and their understanding of those standards is assessed by the writing they do in class as well as the discussions concerning contemporary classrooms that are observed in T&L 486 (Field Experience). The undergraduates also are expected to visit the Internet sites of the major disciplinary groups, e.g., political science and civics being represented by the Center for Civic Education (<http://www.civiced.org/>), and to incorporate the specific disciplinary standards in lesson plans.

1. Assessments

- a. Lesson Plans/Unit Plans

2. Results

- a. Lesson Plans/Unit Plans

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials Unit/Lesson Planning	F	D	C	B	A
N=20	0	1	1	2	16
	0	5%	5%	10%	80%

Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

3. Student Work Samples

- a. Lesson Plans
 - i. [Shay's Rebellion](#)
 - ii. [Checks and Balances](#)
- b. Unit Plans
 - i. [Methods Unit Plan](#)

15020.3, 15007.3, 15010.3, 15015.3, 15040.3, 15030.3, 15035.3

The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.

1. List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The Department of History takes great pride in its diverse offerings, particularly in light of our limited number of faculty members. While some classes, by their very title suggest the diversity, global issues, and multiple perspectives involved, others—by title—are not so clear cut. I offer, as a few examples, History 220: History of North Dakota. This class explores not only the European-American population in broad strokes, but specifically examines the experience of Germans from Russia, Germans and assorted Scandinavian groups. In addition, the perspective of the state's tribal populations—Mandan, Hidatsa, Arikara, Ojibwe, Teton Lakota, Yankton, Santee Dakota, etc.—is brought into consideration.

A second exemplar would be History 370/371: African-American History to/since 1877. As can be seen from the detailed course descriptions, these courses take into consideration the construction of “race” as a cultural factor and how race relations have dominated the national discourse for literally centuries. This is not a course structured from a “white” perspective, but clearly (see syllabus) takes into consideration African, African American, African Caribbean, etc., perspectives.

As a final example of the diversity of our courses, and in explanation of including the predominance of courses as meeting this standard, I offer History 332/333. Women in American History to/since 1865. These courses focus on the American experience from the perspective of women, the predominant minority in the United States. Literature by and about women comprise the vast majority of the reading materials and classroom experiences.

Additional courses which meet this standard:

T&L 433: Multicultural Education

Geog 161: World Regional Geography

Anth 171: Introduction to Cultural Anthropology

Soc 110: Introduction to Sociology

2. Assessments

- a. History Praxis II Exam
- b. Research Assignments: History Evaluation: Research Paper (Rubric), Papers & Oral Presentations.
- c. Examples of other performance assessments may include how to:
 - i. recognize customs, traditions, and mores distinctive to global cultures;
 - ii. explain how language, art, music, belief systems, and non-verbal communication affect cross-cultural understanding and communication;
 - iii. demonstrate how the processes of acculturation and assimilation produce an ever-changing complex mosaic of cultural diversity;
 - iv. construct and formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;

- v. discuss the relationship of cultural context to gender roles within various social and political structures.

3. Results

a. Praxis II results for History

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
History-10941	151	2	155	50%
N of 2 is too small to draw conclusions				

b. History Evaluation of Research Paper:

History 440 Evaluation: Research Paper				
Fall 07 N=15	Excellent 10-9	Good 8-7	Fair 6-5	Weak 4-1
Argument	6/40%	5/33%	4/27%	0%
Historical Methods	9/59%	4/27%	1/7%	1/7%
Sources	6/40%	7/46%	1/7%	1/7%
Content	8/53%	5/33%	1/7%	1/7%
Structure	10/67%	3/20%	2/13%	0%

c. History Oral Presentation of Research Project Scores

History 440 Evaluation: Oral Presentation of Research Project				
Spring 07 & Fall 07 N=259	Excellent 9-10	Good 7-8	Fair 5-6	Weak 1-4
Presentation Content	124/47%	114/44%	17/7%	4/2%
Subject Knowledge	142/55%	99/38%	17/7%	0%
Presentation Organization	115/44.5%	115/44.5%	26/10%	3/1%
Presentation Style	93/36%	135/52%	27/10%	4/2%
Assessment	148/57%	89/34%	17/7%	5/2%

All students graduating with a history major, either Plan A or Plan B, must successfully complete History 440: Research. In this course, students will design and conduct a major research project, basing their labors on primary documents. Students select a member of the faculty to guide their research. Students prepare a paper based upon their research, as well as present their work orally to an audience of their colleagues and faculty. This class requires that students have successfully mastered the skills of research, critical thought, historical analysis and interpretation. It draws upon all previous historical educational experiences at the University of North Dakota.

After 2-3 years of use of the oral presentation and paper presentation rubrics presented elsewhere in this report, we have discovered that the majority of our students have mastered, to greater and lesser extents, the skills of a practicing historian. We have from

the assessments conducted, added the oral presentation as a component of this capstone class.

Additionally, we have discovered that students need more attention to the details of research and historical interpretation in their previous classes. Accordingly, History 240: Historians' Craft has been systematized among the variety of faculty who teach the class, with certain portions of the curriculum stressed to achieve the standard we deem necessary for a history graduate of the University of North Dakota.

4. Student Work Samples

Materials from a variety of classes, and from a variety of levels of achievement are located in the Hard Copy Exhibit Room

15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4

The program requires study of current events including controversial issues.

1. List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

While I would suggest that the majority of the Department of History's courses deal with current events, this is predominantly because the past is source of the present, a few more obvious examples of current and controversial issues courses are presented for consideration.

[335. Nuclear Weapons and the Modern Age](#). 3 credits. An introduction to the history of: nuclear weapons and their delivery systems, their development and use during World War II, the nuclear arms race between the U.S. and the U.S.S.R., popular disarmament movements, and diplomatic efforts to control nuclear weapons and their proliferation. A final section will deal with the nuclear implications of the end of the Cold War and the development of new nuclear states in the last years of the 20th century. The course will include—from an historian's point of view—some technical material necessary to a reasonable and realistic understanding of the subject.

[362. Modern China](#). 3 credits. A survey of the political, economic, social, and intellectual history of China from the Opium War (1842) until the present. Special attention will be paid to the problems of modernization in traditional societies and to the nature of fundamental social revolution.

[371. African-American History since 1877](#). 3 credits. This course begins with a brief overview of Reconstruction; it then examines Populism, the entrenchment of Jim Crow segregation, and the philosophies of Booker T. Washington and W.E.B. Dubois. We also explore the impact of World War I on African Americans, as well as the Great Migration, the Harlem Renaissance, and the Great Depression/World War II era. Several weeks are devoted to the Civil Rights and Black Power Movements, and the course concludes with an examination of contemporary race relations. A mixture of lectures, discussion, projects, and writing assignments, History 371 emphasizes both the travails and triumphs of African Americans since 1877, and endeavors to discover (and cultivate) the forces which promote racial equality and social justice.

[381. Modern Africa](#). 3 credits. This course will survey Africa's history from the earliest times to the present. The majority of the class will focus upon the period from 1500 to the present and will explore how both internal and external forces shaped Africa's history, especially in the 19th and 20th centuries. The class will spend time discussing the current problems and opportunities of Africa to present the students with a broad understanding of globalization.

[412. U.S., Foreign Relations Since 1900](#). 3 credits. An advanced survey of the major policies advocated and pursued by the U.S. during the 20th century.

[413. The United States Since 1945](#). 3 credits. An advanced examination of the United States as it has developed from the height of its power, influence, and prosperity through years of upheaval, cultural and political transformation, and economic decline.

[425. American Family in Historical Perspective](#). 3 credits. This course is devised as a survey of the family over the nation's first 400 years of existence. Course members will examine variations in the structure of the family, changes in the definition of the family and the forces which have wrought significant alterations in this most basic of social institutions, taking into consideration race, culture, and gender.

Additional courses which meet this standard

T&L 400: Methods and Materials of Social Studies

T&L 486: Field Experience

Geog 319: Geography For Teachers

Pol 115: American Government I

2. Assessments

- a. History Praxis II Exam
- b. History Evaluation: Research Paper ([Rubric](#))
- c. Examples of other performance assessments may include how to:
 - i. locate, assess, analyze, organize, synthesize, evaluate, and apply information about selected public issues--local, state, national, and international;
 - ii. identify, describe, and evaluate multiple points of view on selected public issues;
 - iii. analyze a variety of public policies from multiple perspectives;
 - iv. use multimedia resources to locate, record, and evaluate oral, written, or illustrated details pertaining to current events;
 - v. analyze and assess how the gatekeeper model of communication controls the flow of information on current events and affects the validity of news sources and stories;
 - vi. summarize the logical justifications underlying various positions on controversial issues.

3. Results

- a. Praxis II results for History

Fall, 2006-Summer, 2007				
Program Area	ND Passing	Total Test	Average	Percent

	Score	Takers	Score	Passing
History-10941	151	2	155	50%
N of 2 is too small to draw conclusions				

b. History Evaluation:

History 440 Evaluation: Research Paper				
Fall 07 N=15	Excellent 10-9	Good 8-7	Fair 6-5	Weak 4-1
Argument	6/40%	5/33%	4/27%	0%
Historical Methods	9/59%	4/27%	1/7%	1/7%
Sources	6/40%	7/46%	1/7%	1/7%
Content	8/53%	5/33%	1/7%	1/7%
Structure	10/67%	3/20%	2/13%	0%

4. Student Work Samples

Materials from a variety of classes, and from a variety of levels of achievement are located in the Hard Copy Exhibit Room

15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5

The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.

1. List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

T & L 400: 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser

2. Assessments

- a. Unit Plant: As a critical task, Unit/Lesson Planning provides an idea of the Social Studies Composite knowledge as demonstrated by the student. Students critically examine how content knowledge is integrated with pedagogical methods to effectively teach the core knowledge. The Unit/Lesson Plan serves that purpose in establishing a basic format for students to select a particular content knowledge they wish to teach, outline their structure, and proceed to identify how to teach this knowledge.
- b. Course Grade
- c. Course Embedded Assessments

Course Name & No.	ESPB Standard(s) Addressed by Assessment	Course Description	Assessment Description
T & L 400: Materials & Methods (Social Studies)	20.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L	Examinations (150 points) Two unit examinations will be administered. The midterm

		486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	will be a written exam while the final will be an oral discussion. Questions on each exam will cover all classroom activities and materials to date to include readings, discussions, materials, lectures, speakers, etc. Written = 100 points and Oral = 50 points.
T & L 400: Materials & Methods (Social Studies)	20.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	Field Experience/Reflective Journal (50 points) You will be placed in a middle or secondary level classroom where you will complete a 60-hour Field Experience (FE) during which time you will observe, assist, and teach under the supervision of a mentor teacher. During each school visit, you are to complete a journal log (provided) and a Reflective Journal (weekly). You are to teach at least 2 lessons during your FE. Document & reflect upon each of these experiences. Additionally, you will be formally evaluated using a modified version of the Student Teacher Assessment Instrument.
T & L 400: Materials & Methods (Social Studies)	20.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	Research Activity (60 points= 2 x 30) Select one article in each area: social studies instruction and assessment issues. Obtain one academic journal article relative to each of the above topics. Read the articles and highlight the key information in each. Required journals include: <i>Social Education, The Social Studies, Magazine of History, Journal of Geography, The Clearinghouse, Teaching History: A Journal of Methods, Middle School, Journal The History Teacher</i> . Prepare an annotated reference (double-spaced, APA style)

			for each article read. The summary should include (a) a brief overview of the article, (b) the author's position, and (c) your assessment of both. During the class meetings when the topics are addressed, briefly summarize the article for your classmates and submit the highlighted article with the annotated reference and paper.
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3. Results

a. Unit Plan

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials Unit/Lesson Planning	F	D	C	B	A
N=20	0 0	1 5%	1 5%	2 10%	16 80%

Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

b. Course Grade

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge.

c. Course Embedded Assessments

- Mid-Term Examination: 100 Points

Fall, 2006-Summer, 2007					
Mid-Term Grades	F	D	C	B	A
N=20	0	0	0	3 15%	17 85%

As indicated, 100% of the students earned a B or better on the Mid-Term. Given the test two weeks in advance, students return their tests, mid-course and discuss various perspectives generated by the exam. With regard to student learning of content knowledge, readings, research, teaching strategies, technology, discussions, guest speakers, professional development, etc., this exam is exam is premised on application rather than the return of facts/information. Encompassing all course topics, students often describe the synthesis this test generates in light of preparing to teach and teaching.

- Final Examination: 100 Points

Fall, 2006-Summer, 2007					
Final Exam Grades	F	D	C	B	A
N=20	0	0	0	5 25%	15 75%

- Field Experience Journaling Guide

Students complete this with the point of providing constructive analysis in the reflection. Time is spent in the classroom discussing various concerns that arrive in relation to this and what can/should be done to address specific situations that arise.

- Research Activity

Fall, 2006-Summer, 2007					
Research Activity	F	D	C	B	A
N=20	1 5%	0	2 10%	6 30%	11 55%

Students are responsible for researching and reporting on a current journal article identifying a teaching strategy and assessment. Specific journals are cited to provide direction in familiarizing students with what is produced in the field of Social Studies Education. This is one of the areas students struggle with and I continually endeavor to find ways to approach this in a more productive manner. Still, as indicated more than 85% earned a B or better in this assignment.

4. Student Work Samples
 - a. [Methods Unit Plan](#)

15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6

The program requires the study of current, appropriate instructional technologies.

1. List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The Department of History believes in academic freedom and would never impose upon its faculty requirements with regard to the presentation of their courses. Each faculty member

should (and does) address this issue on their own terms. As well, some subjects are better addressed with variant technology and instructional technologies than are others.

Within the Department of History, faculty members frequently use PowerPoint presentations to illustrate their lectures with maps, photographs, artworks, text, etc. Others use music to specifically make points regarding the times under discussion. For example, as the professor of History 408: United States, 1920-1945, I utilize jazz music, as well as depression-era music to illustrate the difficulties of the decades. Another faculty member utilizes World War I music, and another uses protest songs from the 1960s. One faculty member has students build web-sites to illustrate the frustrations of technology endured by individuals in the 1880-1900 period.

Within the classroom, a variety of techniques are utilized to get the message across to the widest possible audience. Most faculty members use lecture, large and small group discussion, in-class writing, and videos.

External assignments include the aforementioned web-site construction, as well as journaling, traditional term papers, experiential learning opportunities, searching for (and interpreting) primary documents, encyclopedia entry production, etc.

Video:

[210. United States Military History](#). 3 credits. A survey from colonial times to the present of the Army's role in the formulation and implementation of national defense. Attention is given to the Constitutional and legal status of the Army, changing concepts in military organization and training, public attitudes toward the military, and the influences of the Army on American society. Specific wars and battles are studied in terms of military tactics and strategy.

[220. History of North Dakota](#). 3 credits. A survey emphasizing settlement and development, noting the consequences of the state's location, climate, and settlers on the situation in which it now finds itself. Special attention is paid to the Nonpartisan League story and the evolution of isolationist sentiment among North Dakotans. Recommended for Social Science major certification.

[269. World War II](#). 3 credits. A brief survey of the background, strategy and major campaigns of World War II including some of the diplomatic and political problems encountered by the major belligerents. The course includes extensive use of documentary film.

Web-site construction:

[407. The United States: Rise of Industrial America, 1877-1917](#). 3 credits. A survey of the rise of America to industrial and world power. Emphasis is placed upon the great changes which the Industrial Revolution brought and the American response to these changes. Detailed attention is given to the Populist and Progressive movements.

Music:

[355. Europe Since 1918](#), 3 credits. A survey of European history from 1914 to the present, with emphasis on the issues, institutions, and problems confronting Europeans after the Great War of 1914-1918, a war that was fought “to make the world safe for democracy,” but which was an event that signified “the end of the European Age,” a period during which Europeans and their institutions had exerted a dominant influence around the world.

15020.7, 15007.7, 15010.7, 15015.7, 15040.7, 15030.7, 15035.7

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations.

UND, Department of History, Assessment Plan 2005

Desired learning outcomes for our students:

1) Affective goals for students enrolled in history courses:

- To stimulate an appetite for history
- To encourage multi-cultural awareness and appreciation
- To foster a commitment to lifelong learning
- To foster the study and teaching of history
- To grasp their personal historical agency
- To understand their roles as citizens of the world

2) Behavioral goals for students enrolled in history courses:

- To instill critical thinking abilities
- To foster writing skills
- To improve communications skills

3) Cognitive goals for students enrolled in history courses:

- To master basic content, i.e., "the facts"
- To understand how historians interpret the past; i.e., theory and methodology
- To relate geography and literature to history
- To understand cultural differences
- To be able to locate information
- To be able to integrate and synthesize material
- To understand how groups of people have come to important societal decisions

Based upon these goals the following type of assessment procedure is proposed. First, with regard to majors, the Department will maintain a portfolio on each student, reflecting her/his work in our core courses, History 240 and History 440. Work from other courses in the major would be too disparate for a valid comparison among students of their development as historians, although the department reserves the right to reevaluate this decision in the future.

The portfolio should include "work product" from History 240 (journals, workbooks, etc.), as well as the History 440 paper. An examination of this material is meant to reveal writing and research skills, as well as the development of an "historical imagination" over a clear period. The inclusion of comments on the presentation now required of History 440 students will allow insight into oral communication skills, as well as interpersonal skills. (The assessment committee would also suggest that an oral report component be added to History 240 - the evaluations of which would be added to the portfolio - thereby adding another dimension to our evaluation of majors over a period of time.) The portfolio will be archived by either the Department Chair, or by the Chair of the assessment committee.

Beyond the portfolios, majors will be assessed in the three aforementioned categories of learning (writing, research and historical imagination) via an exit interview. (See below for a copy of the proposed exit survey.) It is also proposed that majors will also be surveyed, particularly with regard to affective learning goals, at a point some time (5 to 10 years) following graduation.

A rubric to ensure uniformity of assessment across the committee will be developed to measure learning, as well as to permit individual and aggregate data collection.

In addition to assessment of our majors via portfolio, exit interview, and alumni interviews, our general student population will also be assessed. With regard to General Education Requirement-fulfilling courses, it was determined to include on the syllabi of History 101, 102, 103, 104 how each of the primary goals of the department is addressed. Hence, a book review assignment might be noted as a behavioral learning goal, discussion groups might be listed as behavior learning oriented, and text and lecture might be included as cognitive learning oriented.

The department also determined to include pre/post course tests as part of its assessment plan regarding History 101, 102, 103, and 104. The test questions listed below are designed to assess student learning outcomes in a very general sense. Thus, there are five short answer questions which deal fairly specifically with core questions which are important to historians. The sixth question helps us to address issues of critical thinking, written communication and a few of the cognitive goals listed above (for example, To understand how historians interpret the past; i.e., theory and methodology, To be able to locate information and To be able to integrate and synthesize material. The assessment committee also feels that it would be an extremely good idea to administer this pre/post course test at the beginning of Hist. 240 and at the conclusion of Hist. 440. These results would be added to each student's portfolio.

Department of History: 100 level Pre/Post-course quiz

Please note: the results of this quiz will not be part of your final grade. The sole purpose of the quiz - which will be administered at both the beginning and end of the semester - is to help us determine how well the Department is doing at fostering certain key skills related to history.

1. Historians use primary sources to understand the past. What is a primary source?
 - a) an account from someone who witnessed the event in question
 - b) a newspaper article, journal entry or letter
 - c) government documents
 - d) all of the above

2. Historians argue that national identity, gender and class identity are social constructs. What is a "social construct"?

- a) a social phenomenon that is always present and consistent no matter the circumstances
- b) a social phenomenon that is created in a given historical time and place
- c) a social phenomenon that determines people's behavior
- d) all of the above

3. What is historiography?

- a) the study of history
- b) the combined study of geography and history
- c) the study of how history has been written
- d) the study of artifacts

4) While the study of history is often viewed as being primarily concerned with names, dates and famous events, most historians use these "facts" in order to,

- a) interpret the past
- b) understand the present
- c) plan for the future
- d) all of the above

5) What is the difference between a novel and a study in the field of history?

- a) novels are about the present, works of history are about the past
- b) novels are works of fiction, histories are non-fiction
- c) novels never have footnotes, histories always have footnotes
- d) novels are always well-written, histories are not well-written

6) On a separate sheet of paper take ten minutes and write a brief essay which addresses the following matter.

Imagine that you are handed a piece of paper from sometime in the past - it could be a letter, a contract, a diary, a government document, anything from the past. It is your job to conclude something about the time period from which this piece of paper comes. How would you go about doing this? What questions would you ask of this piece of paper? What information might you look for? Where might you look for further information?

History Evaluation: Research Paper

Student Name _____

Paper Title _____

Advisor Name _____

Use the scale to assess the student's performance in each category & total in the points column.

Please provide additional comment on the back of the form and include the final grade for the paper at the bottom.

	Excellent 10-9	Good 8-7	Fair 6-5	Weak 4-1	Points
Argument	possesses a strong thesis that is systematically and logically argued and well-supported with evidence	Has a clear thesis that the author proves in a systematic fashion with general analysis and evidence	The thesis is not clear and both the evidence and analysis is general	Lacks both a thesis and analysis; reads as a report	
Historical Methods	Solid grasp of principles of historical research, analysis, argument	Grasp of principles of historical research, analysis, argument	Little grasp of principles of historical research, analysis, argument	No grasp of principles of historical research, analysis, argument	
Sources	Strong use and understanding of primary and secondary sources	Utilized an adequate number of primary and secondary sources	Utilized the bare minimum of sources needed to produce a research paper	Lacked primary sources; minimal secondary sources	
Content	Strong both stylistically and grammatical	Some stylistic and grammatical issues but they do not diminish the paper's argument	Numerous stylistic and grammatical issues that hinder the paper's argument	Poorly written	
Structure	Clear and logical development of the paper's argument with the necessary transitional and topical sentences	The structure was not well thought out thereby diminishing the paper's cohesion/focus	Needs to be restructured to improve the argument; lacks focus/cohesion	Lacks structure and cohesion	
Total Points _____		Paper Grade _____			

Department of History – Initial Assessment Report- 2006

These assessments have been carried out for all of the History Department's 100 level offerings (Hist. 101, 102, 103, 104) plus History 220 and 240. These have been done in accordance with an assessment plan worked out and submitted by the Department in 2004-05. The assessments were done based upon a series of five multiple choice questions and one brief essay style question administered both at the beginning and at the close of the semester. Questions #1-5 (see below) were designed primarily to determine whether or not our students were learning how conclusions are reached in the arts and humanities - in this case by asking questions which are central to the way historians work and think. These have been "graded" electronically and provide comparative data from the beginning to the end of the semester. It was, of course, our hope that we would see an overall improvement in student learning outcomes over the course of a semester - but if this did prove to be the case we would have data which would allow us to improve both our assessment tools and our pedagogical methods.

The sixth question was designed to help us address issues of critical thinking, effective communication and a few of the cognitive goals listed in the Department's assessment plan (for example, "To understand how historians interpret the past; i.e., theory and methodology," "To be able to locate information" and "To be able to integrate and synthesize material"). For the purposes of general education revalidation we will focus upon communication and critical thinking skills in our assessment of this question. For each of the large classes (enrollment of 80-150) a random sample of 20 essay answers was subjected to the attached rubric, the results tabulated and the data compiled. Our desired outcomes were twofold: 1) Student can think critically about how to make sense of an historical artifact; and 2) Students can communicate their ideas clearly.

The rubric employed for this assessment was first developed at the university level by a special subcommittee charged with evaluating student work in conjunction with general education goals related to critical thinking and effective communication (see attached copy). This has been modified by our assessment committee (see attached scoring sheets) to meet the needs of a much shorter and simpler writing assignment, but the main categories of analysis have been retained. For critical thinking a 0-2 point scale has been applied under two main headings: purpose and analysis. For communication a 0-3 point scale has been applied under the headings of: sense of purpose and clarity and conventions.

Results indicate that question #1 garnered high percentages of correct answers for both tests a and b. The level of improvement ranged from 0-8%. Given that no group of students started out at under 70% it may be that the question was too basic to be of real value. However, another way of looking at this is that the Department should be pleased that there is a fairly high rate of understanding concerning primary sources and concentrate its efforts on reinforcing and expanding this understanding so that students finishing our survey classes will show more significant rates of improvement from the beginning to the end of the semester – ie a 10% or greater level of improvement.

For question #2 the results were abysmal. In no instance did our students reach any significant understanding of the term “social construct.” This may well reflect the difficulty of teaching such complex concepts at the lower division level, or it may indicate that the question itself is inappropriate. At the very least, the assessment committee recommends three possible courses of action: restructuring the question; replacing it entirely; or making certain that all instructors introduce and explain this concept in their classes.

The results for question #3 are, in some ways, the most disheartening. Aside from a section of Hist 102 and our sections of Hist. 240 (where we would expect a great level of sophistication concerning historiography given that most students enrolled would have taken at least 4 and usually 6 or more history classes) we do not seem to have done a very good job at conveying this most basic of historical concepts. There were a few classes where there was a significant level of improvement – 10% or more from test a to test b, but there were also cases where the results actually declined from the beginning to the end of the semester. There was one particular anomaly in the results which needs to be addressed. One of our 100 level classes had stellar results on this question at both the beginning and end of the semester. This almost certainly

indicates that the instructor did an excellent job of highlighting the importance of historical interpretation to the students from the first to last day of the course. However, it also indicates that the pre-test was probably administered a bit too late (ie after a day or two of classes, when the concept had already been explained) to get a proper base-line for the class. The assessment committee recommends retaining this question and urging all instructors to explain the meaning of historiography to their students and to reinforce it throughout the semester so that no less than 50% (and hopefully more) of students completing any 100 level course in our department are conversant with this notion.

Question #4 provided the most interesting results of all. Here the rate of “correct” answers was, without exception, the lowest on every test for every class. The nature and structure of the question almost certainly plays a role in this “incorrect” answer, in that while historians use historical “facts” to interpret the past, history itself can and often is used for both B and C, making “all of the above” a very logical answer – indeed, it may show that our students are developing critical thinking skills which transcend our particular discipline, as they see that history can be used to understand the present and plan for the future. At the very least, if we hope to retain this question and get any meaningful results from the responses we need to replace the d option, “all of the above” with another realistic sounding alternative. We also need to highlight the word “*historians*” so that students will see more clearly that this is a discipline related question, not as so many clearly read it, a broader “what is the use of history” question. The assessment committee would advocate retaining this question with the above noted alterations.

Question #5, much like the first question, had a universally high correct answer response rate in both the pre and post tests – a low of 63% to a high of 80% in the first year courses. Some sections showed slight improvements, ranging from 2 to 10%, while exhibited minor slippage from the beginning to the end of the semester. This is a case where the assessment committee feels that the question should be retained, as it asks students to make an important distinction between works of fiction and works of history. And, while the results are not terrible, it is also clear that as a Department we need to ensure that an even higher percentage of students can make this distinction by the time they have completed one of our survey courses.

In the realm of our brief essay question, #6, which was used to help evaluate communication and critical thinking skills, the results are somewhat more uniform and encouraging (see the raw data below). Using the attached rubric (0 is low while the 2 and 3 respectively are high) we discovered that communication skills showed significant levels of improvement over the course of the semester in all but one class, History 220. This may well be a case where the vagaries of random sampling become evident, or where one class has become weary of filling out test/questionnaires at the close of a semester (one instructor had a student who reported that this was the 4th time they had filled out this survey, while several other surveys were conducted throughout the year using our first year classes, so survey weariness may indeed be a significant factor). But this is a matter which we need to discuss as a Department.

As for critical thinking, there was an upward trend in Hist. 102, 103, and 240 while a pattern best described as holding steady (or declining very slightly) emerged for Hist. 101, 104 and 220. What these brief essay questions revealed to us was that our students at UND are on their way to

becoming more effective critical thinkers, and that they came into our classes with some already fairly well-developed skills in this regard.

The assessment committee deems the use of the essay question and the rubric to have been most useful and do not suggest any changes to this part of our assessment procedure. We would, however, suggest that as a department we should stress the importance of effective communication and critical thinking even more forcefully than is already the case.

Finally, there is the indirect assessment data derived from the standardized UND student evaluation forms. While this data is flattering in terms of what the students believed they got out of the history courses listed above, it is dated, as the University failed to provide us with results from the GER section of the student evaluations from Fall 2005. Thus, we were forced to use the results from Spring 2005 and in one case, Fall 2004, which although indicative of certain long-term trends cannot be correlated with the results from Fall 2005 which are under review in the forgoing materials. Suffice it to say that in the data forwarded to us, in the six courses under review, a low of 70% and a high of over 90% of all students agreed or strongly agreed that these courses helped them to move towards meeting the six enumerated general education goals.

Final Thoughts:

This was our Department's first attempt at utilizing our new assessment plan for our general education classes and it is clear to us that this plan needs some major revision. As noted above, at least two of our five objective questions need to be reconceptualized. For question #2, related to the term "social construct," it may well be that this concept is too complex to address at the lower division level, or that the question itself is inappropriate – as some faculty members argued when it was first adopted. At the very least, the assessment committee recommends that the Department consider three possible courses of action: restructuring the question; replacing it entirely; or making certain that all instructors introduce and explain this concept in their classes. For question #4 – where the rate of "correct" answers was, without exception, the lowest on every test for every class – the structure of the question almost certainly played a role in students opting for this "incorrect" answer. While historians use historical "facts" to interpret the past, history itself can be, and often is, used to understand the present and plan for the future. This makes "all of the above" a very logical answer; indeed, it may show that our students are developing critical thinking skills which transcend our particular discipline, as they see that history can be used to understand the present and plan for the future. At the very least, if we hope to retain this question and get any meaningful data from the responses we need to replace the option, "all of the above" with another realistic sounding alternative. We also need to highlight the word "*historians*" so that students will see more clearly that this is a discipline-related question, not (as so many students clearly read it) a broader "what is the use of history?" question. The assessment committee would advocate retaining this question with the above noted alterations. In both of these cases, the Department will make the final decision.

Questions #1 and #5 are not at all problematic. They raise important questions about how historians work and think and they should be retained. However, as a Department we need to help even more of our students make the distinctions being asked for in these two questions. It is

question #3 which is – or at least should be - the most worrisome to us, as it deals with the notion of interpretation in the discipline specific form of historiography. There were a few classes where there was a significant level of improvement – 10% or more from test a to test b, but there were also cases where the results actually declined from the beginning to the end of the semester. The assessment committee recommends retaining this question and urging all instructors to explain the meaning of historiography to their students and to reinforce it throughout the semester so that no less than 50% (and hopefully more) of students completing any 100 level course in our department are conversant with this notion.

On a practical level we also need to pay attention to a few details. The pre-test needs to be administered on the very first day of class so that a proper base-line can be laid down for all end of semester results. (This would avoid the anomaly in the results for question #3 noted on page six of this document.) We also need to have all the scantron sheets numbered by work-study students to help avoid too much work for the assessment committee when it comes time to take the scoring sheets over to the computer center. We also need to think more carefully about our own stated goals concerning desired student learning outcomes to ensure that students in all of our classes will be thinking about the issues we are seeking to address in these classes. In effect, we need to focus far more upon our “intentionality.” Finally, we need to make certain that our students take these assessment “tests” seriously, and don’t just dash something off in order to be done with a non-graded assignment as quickly and painlessly as possible. This particular problem, which the assessment committee suspects was becoming greater at the end of the semester when students were growing weary – and wary – of anything which might distract them from the final papers and exams upon which their grades hinged, needs to be addressed.

In conclusion, while we do not feel that our assessment tools, our methodology or the results which they generated have been perfect, we have learned many valuable lesson which we can now apply to all of our general education courses. As a Department, we remain committed to insuring that our General Education classes meet the goals of the program and that, while students do not leave our classes knowing everything about history, they understand its importance and over time are able to connect what they have learned in our classes to their other courses. By stressing that history is not static, that it is more than just a story, our students come to better understand the process of learning and how knowledge is both obtained and revised.

Department of Teaching and Learning Assessment Process

Data Collection. Data are collected at transition points throughout the program to assess candidate performance, program quality and program operations. The Teaching and Learning Undergraduate Assessment Committee (UGAC) develops an annual schedule for the purposes of data collection. T&L undergraduate faculty who assess critical tasks, staff in the Office of Advising and Admissions and staff in the Office of Field Experience are responsible for submitting data presented in the table below. The UGAC monitors the collection process and follows up in a timely manner when data is missing.

Data Analysis and Reporting. The UGAC is responsible for submitting an annual report to the undergraduate faculty in the Department of Teaching and Learning, the Chair of Teaching and Learning and the Associate Dean for Teacher Education (NCATE Coordinator) based upon a detailed analysis of data collected over the course of the previous year. The Assessment

Committee facilitates an annual Assessment Retreat. Faculty discuss the report at the departmental and individual program level and develop a written plan of action designed to address areas of weakness. Should no areas of weakness be found, a written record of faculty discussion leading to this conclusion is created. In between assessment retreats, the UGAC monitors progress in the implementation of the action plan(s). In subsequent retreats, the action plans are revisited and revised in light of the new round of data analysis.

Unit Assessment System for the Elementary Education Program

Initial Programs Undergraduate	Upon Admission to Teacher Education	Before Entering Student Teaching	Before Program Completion	After Completion
<ul style="list-style-type: none"> • Elementary • ECE/Elementary • Elementary/Middle 	<ul style="list-style-type: none"> • GPA • PPST Score • Letter of Application • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Child Study, Multicultural Teaching, Lesson Plan, Beliefs and Practices Statement) • Praxis II Tests • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Mid-term Evaluation, Final Evaluation) • Dispositions 	Assessments: <ul style="list-style-type: none"> • Graduate Surveys • Principal Surveys

II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

As Chair of the Department of History, I can say with pride and certainty that the faculty of this department is sincerely and deeply committed to the concept of multicultural education. A sampling of courses related to African American history, Africa, China, and women are listed below:

333. Women in American History Since 1865. 3 credits. A study of the history of American women after the adoption of the Thirteenth Amendment to the Constitution. The course will examine historical events and their significance for women of diverse cultures and classes.

[340. Women in Early Modern Europe.](#) 3 credits. This course surveys women's experiences in the development of European civilization from the Renaissance to the mid-18th century. The class will examine such issues as perceptions of gender, the role of institutions in defining women's "place," women's contributions to their societies, economies, states and cultures, the realities of their daily lives and their responses to these realities, and the significance for women of such developments as the Renaissance, the Reformation, social revolution, Imperialism, warfare and scientific discoveries.

[362. Modern China.](#) 3 credits. A survey of the political, economic, social, and intellectual history of China from the Opium War (1842) until the present. Special attention will be paid to the problems of modernization in traditional societies and to the nature of fundamental social revolution.

[371. African-American History since 1877.](#) 3 credits. This course begins with a brief overview of Reconstruction; it then examines Populism, the entrenchment of Jim Crow segregation, and the philosophies of Booker T. Washington and W.E.B. Dubois. We also explore the impact of World War I on African Americans, as well as the Great Migration, the Harlem Renaissance, and the Great Depression/World War II era. Several weeks are devoted to the Civil Rights and Black Power Movements, and the course concludes with an examination of contemporary race relations. A mixture of lectures, discussion, projects, and writing assignments, History 371 emphasizes both the travails and triumphs of African Americans since 1877, and endeavors to discover (and cultivate) the forces which promote racial equality and social justice.

[381. Modern Africa.](#) 3 credits. This course will survey Africa's history from the earliest times to the present. The majority of the class will focus upon the period from 1500 to the present and will explore how both internal and external forces shaped Africa's history, especially in the 19th and 20th centuries. The class will spend time discussing the current problems and opportunities of Africa to present the students with a broad understanding of globalization.

The remainder of this response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work

samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students,	15%	52%	32%

families and colleagues.

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007 Multicultural Ed					
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points);
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

Assessments/Results:

Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A’s and B’s in the chart above, candidates taking this course met or exceeded course goals.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

T&L 315: Education of Exceptional Students: All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: “An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children” (college catalog p.184).

TEAM Methods: Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

Integration of Special Needs: The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

Assessments/Results

Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

TEAM Methods: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

Integration of Special Needs: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

Student Teaching Evaluations: Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student

teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

Assessment /Analysis

Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

TL 590 ST: Children's Literature in the Classroom. In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussion Grade Report on *Birchbark House* with bibliography of Native American book resources and teaching ideas
- [Multicultural Book Analysis](#)

TL 590 ST: Writing in the Elementary School Classroom. In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.

- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

Assessments Include:

Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 14381 (05-06)



Institution: University of North Dakota		Major: History
Credits are:	Semester	Quarter
Credits required for degree: 125		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 36 Credits (60 with other req)	Must total at least 36-43 Credits
Behavioral Sciences	Hist 101 Western Civ to 1500 (3)	T&L 325 Exploring Teaching (3)
(9 minimum credits)	Hist 102 Western Civ Since 1500 (3)	T&L 345 Curr Dev & Inst (3)
Electives in at least 2 areas from the following Departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutr, Political Science, Psychology, Rec and Leisure, Rehab Services, Sociology, Social Work, Space Studies, T&L.	Hist 103 US History to 1877 (3)	T&L 390 Special Topics (1-3)
	Hist 104 US History Since 1877 (3)	T&L 350 Development and Ed of the Adolescent (3)
	Hist 240 Historian's Craft (3)	T&L 386 Field Experience (Elective) (1)
	Hist 440 Research (3)	T&L 400 Methods and Materials: Social Studies (3)
	T&L 400 Methods and Materials: Social Studies (3)	T&L 486 Field Experience (1)
9 Total	Required History Electives (18-21) -16 credits must be upper level 300 or higher courses -12 credits must form a concentration in either American or World History - 6 credits must be taken in World History 204. Canada to 1867 204. Canada to 1867 381. Modern Africa 362. Modern China 343. Ancient Greece 460. The Atlantic World - Hist 220 North Dakota History required	T&L 433 Multicultural Ed (3)
Humanities		T&L 487 Student Teaching (16)
(9 minimum credits)		T&L 487 Student Teaching (16)
Electives from at least 2 areas in the following Departments: Art, EHD, English, Fine Arts, History, Honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theatre Arts.		T&L 488 Senior Seminar (1)
		T&L 495 IS: Secondary (1-4) Elective
9 Total		
Natural Sciences	Required in other departments: (24 credits)	
(12 minimum credits)	Anthropology: (3 credits) Anth 171 Intro to Cultural	

	Anthropology (3)	
Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer Sci, Economics (Stats), Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology (Stats), Sociology (Stats) and Space Studies.	Economics: (6 credits) Econ 105 Elements of Econ (3) Econ 420 Economic Educ (3)	
	Geography: (6 credits) Geog 161 World Regional Geography (3) Geog 319 Geography for Teachers (3)	
	Political Science: (6 credits) Pols 115 American Gov I (3) Pols – Elective (3)	
12 Total	Sociology: (3 credits) Soc 110 Intro to Sociology (3)	
Symbolic Systems		
(9 minimum credits)		
Engl 110 Composition I (3) Engl 120 Composition II (3) Comm 110 Public Speaking (3) Or Hist 240 Or Engl 125 Or Advanced Composition Course		
39 Total	60 Total	36-43 Total

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