



Program Approval Form

For approval of new programs and deletions or modifications to an existing program.

Action Requested:

- Create New (SCHEV approval required except for minors and certificates)
- Delete Existing
- Modify Existing (check all that apply)
 - Title (SCHEV approval required except for minors, certificates)
 - Concentration** (Choose one): Add Delete Modify
 - Degree Requirements
 - Admission Standards
 - Application Requirements
 - Other Changes: _____

Type (Check one):

- B.A. B.S. Minor
- Undergraduate Certificate
- M.A. M.S. M.Ed.
- Ph.D. Graduate Certificate
- Other: _____

College/School:	CEHD	Department:	Initiatives in Educational Transformation
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Effective Term: Spring **Please note:** For students to be admitted to a new degree, minor, certificate or concentration, the program must be fully approved, entered into Banner, and published in the University Catalog.

Justification: (attach separate document if necessary)

See attached proposal

Program Title: (Required)
Title must identify subject matter. Do not include name of college/school/dept.

Concentration(s):

Admissions Standards / Application Requirements:
(Required only if different from those listed in the University Catalog)

Degree Requirements:
Consult University Catalog for models, attach separate document if necessary using track changes for modifications

Existing	New/Modified
	NPST: Teaching Historic Places with Diverse Populations
Initiatives in Educational Transformation	
	MNPE 700 (Spring) MNPE 703 (Spring) IETT 754 (Spring) MNPE 704 (Summer) IETT 750 (Fall) IETT 755 (Fall)
Courses offered via distance: (if applicable)	
TOTAL CREDITS REQUIRED:	15

Approval Signatures

Department	Date	College/School	Date	Provost's Office	Date
<i>Interdisciplinary Council Use Only</i>					

If this program may impact another unit or is in collaboration with another unit at Mason, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.

Unit Name	Unit Approval Name	Unit Approver's Signature	Date

For Graduate Programs Only

Graduate Council Member	Provost Office	Graduate Council Approval Date
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For Registrar Office's Use Only: Received _____ Banner _____ Catalog _____

Initiatives in Educational Transformation (IET)
Graduate School of Education
College of Education and Human Development
George Mason University

NPST: Teaching Historic Places with Diverse Populations Graduate Certificate Program
Proposal Description and Rationale

Introduction. The purpose of this new graduate certificate program is to respond directly to the professional development needs of K-12 U.S. history and social studies teachers, as well as historic sites interpreters, education outreach coordinators, and others who interact with K-12 children and youth in urban areas, to deepen their historical thinking and practice. The NPST: Teaching Historic Places with Diverse Populations certificate is designed to address these critical needs in partnership with regional historic sites, particularly the Ford's Theater Society.

This one-year 15-credit graduate certificate cohort program will provide participants with professional development opportunities that help them to develop as critically reflective educators who continually surface and rethink the routines and assumptions that shape their work. The certificate program will create intentional spaces where participants can reflect upon their practice and, in the critical company of others, design thoughtful and constructive responses to the obstacles that inhibit teaching and student learning. The program will also support participants in developing the skills and dispositions to be leaders in their schools, in their professional associations, and in their communities as civically engaged advocates for teachers and students. In particular, this certificate will support history and social studies teachers and their diverse students in urban school settings to develop and sustain the skills of historical thinking through the use of historic sites as primary sources.

This certificate stands on its own as a professional development program, and it may also serve as the first 15 credits of the NPST: Initiatives in Educational Transformation (IET) 30-credit master's degree program. The six courses of the certificate include two new courses (described below and in the corresponding syllabi) that are unique to the certificate program; the remaining four courses have the same titles as the first year of the IET program, but the assignments are all geared toward deepening historical thinking and practice among teachers and diverse students in urban school settings.

A critical need exists for teacher professional development that supports teachers to develop as critically reflective educators in their classrooms and schools (Darling-Hammond, 2006; Darling-Hammond & McLaughlin, 1995; Lieberman, 1995). According to Darling-Hammond & McLaughlin (1995), there are very limited opportunities for teachers to get the kinds of professional development support they need:

The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before -- and probably never experienced as students. The success of this agenda ultimately turns on teachers' success in accomplishing the serious and difficult tasks of learning the skills and perspectives assumed by new visions of practice and unlearning the practices and beliefs about students and instruction that have dominated their professional lives to date. Yet few occasions and little support for such professional development exist in teachers' environments.

Because teaching for understanding relies on teachers' abilities to see complex subject matter from the perspectives of diverse students, the know-how necessary to make this vision of practice a reality cannot be prepackaged or conveyed by means of traditional top-down "teacher training" strategies. The policy problem for professional development in this era of reform

extends beyond mere support for teachers' acquisition of new skills or knowledge. Professional development today also means providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners (p. 597).

Extended professional development experiences that emphasize critical reflection, dialogue, and collaboration can support teachers to transform their practice to create empowering and effective learning environments for their students and to advocate on behalf of the welfare of students (e.g., Brookfield, 1995; Schön, 1983; Wink, 2005). Learning communities (e.g., communities of pedagogical discourse – Palmer, 1998) provide support to teachers in the learning and teaching of transformative practice – such as helping to develop skills of collaborative and iterative inquiry, critical reflection, and peer critique, and supporting subject-matter mastery. These collaborative experiences can also help teachers to envision and embody their roles as activists and change agents (Hinchey, 2004).

Finding appropriate professional development experiences is particularly problematic for teachers of history and social studies. From 1986 to 2001, an annual national assessment of student achievement in history consistently revealed that U.S. students lacked the ability to recall basic historical facts or to demonstrate higher order historical thinking. In response, the U.S. Department of Education created the Teaching American History (TAH) program to improve teacher content knowledge of and instructional strategies for U.S. history. A 2005 evaluation of the program revealed that most of the US Department of Education Teaching American History projects were located in school districts serving large numbers of students of color, those with limited English proficiency, and students from low-income families. While many of the participating TAH teachers had post-secondary degrees in history, as opposed to the majority of history teachers who are most in need of professional development, even they demonstrated weak skills in historical analysis and interpretation. (Humphrey, Chang-Ross, Donnelly, Hersh, & Skolnik, 2005)

In the same year that TAH was created, the No Child Left Behind Act of 2001 (NCLB) was authorized to transform classroom teaching and learning. As the main federal law affecting education from kindergarten through high school, NCLB intends to generate “more accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research (US Department of Education, 2009). In the intervening years, NCLB has assumed greater prominence, requiring schools to provide every child with a highly qualified teacher, a goal that TAH intends to support. Yet, according to the evaluation,

“TAH has been less successful in attracting and supporting the large number of American history teachers who lacked preliminary credentials or were teaching out of field. Most TAH projects were effectively divorced from the state and district professional development opportunities offered to the neediest teachers. In addition, existing burdens on teachers who are already busy trying to bring their credentials into compliance with NCLB’s ‘highly qualified’ requirement can also preclude their participation in other professional development activities like TAH” (p. 50).

More important to this proposal is that the TAH program focuses primarily on teacher professional development within the context of poor quality American history textbooks and other materials, and an approach to American history content and pedagogy that is still contested.

Among history teachers in the U.S., few have learned much history content and fewer than half majored or minored in history in college (Ravitch, 2000; Finn, in Ravitch, 2004). U.S. teachers express poor perceptions and behaviors in teaching American history, particularly when it comes to teaching students to read and understand subtext, and to understand cultural assumptions and moral ambiguity (Liu, Warren & Cowart, 2006). A 2000 study by Levstik indicates that teachers and teacher candidates,

particularly those who are “white,” are often more reluctant to teach “negative” histories than are their students to learn about the complexities of the past, particularly students of color who identify personally with an unsanitized, multicultural view of history. Teachers expressed a preference for upholding the silences and the politeness of imperfect curricula and non-combative classrooms (p. 297). Teachers belonging to social or racial groups that differ from their students face the challenge of being sufficiently self-reflective about their own positionality to effectively reach/teach students in the teaching of multicultural histories (Gruber, 2006).

Yet, Cess-Newsome (2002) and Palardy & Rumberger (2008) are among the researchers that demonstrate that regardless of race or class, a teacher’s background impacts instruction. In pre-service, certification, and in-service professional development programs, teachers learn methods for subject matter instruction. History methods courses either fail to address the instructional purposes of history education (Barton & Levstik, 2004), or fail to merge effectively the history discipline with the teaching methods offered in schools of education (McDiarmid & Vinten-Johansen, 2000; Hall & Scott, 2007), or both (Van Sledright, 2011). Student understanding of history and their use of the lessons from history are limited by the range of materials, perspectives, and critical thinking tools at their disposal (Van Sledright, 1995; Edmonds, Hull, Janik & Rylance, 2005; Maestri, 2006). Most college students, including history majors, are exposed to teaching methods that fail to utilize what is known about how best to teach history; generally they have received poor instruction from their K-12 teachers, as well as from their university instructors (Ragland, 2007; Waters, 2005). For most in-service classroom teachers the goal of promoting historical understanding and thinking historically is severely constrained by professional training, time and insight (Morton, 2000). Once in the classroom, history instruction suffers from poor teacher preparation (Stearns, Seixas & Wineburg, 2000) biased or poorly written textbooks (Ravitch, 2004; Ravitch, 2003; Apple, 2000), and a pedagogy that is driven as much by the demands of principals for an orderly school setting as by the desires of academic historians (Brophy & Van Sledright, 1997). Classroom teachers often feel restricted by standardized tests believing that they are forbidden to teach multiple perspectives or that their students’ achievement will suffer from a broader or more complex historical understanding. Teacher reflective practice, as promoted by this certificate program, can only deepen the content and pedagogy offered to students of history.

Unlike the stand-alone professional development workshops, this certificate program attempts to incorporate effective approaches for history/social studies teacher learning, socialization and change (Van Hover, 2008, p. 366). It incorporates the powerful ways that a visit to historic places “give concrete meaning to our history and our lives as no spoken or written word alone can do (Horton, 2000)” and help museum visitors “feel connected to the past ...because authentic artifacts seem to transport them straight back to the times when history was being made. (Rosenzweig & Thelen, 1998, p. 12). This certificate program uses the region’s wealth of nationally significant historic places to rethink and sharpen the pedagogy of history and social studies teachers.

The NPST: Teaching Historic Places with Diverse Populations certificate is designed to address these critical needs in partnership with regional historic sites, particularly the Ford’s Theater Society. The FTS and IET are uniquely positioned to develop this partnership to meet FTS’s and IET’s interrelated goals to support the professional development of Washington area teachers and to deepen their historical thinking and practice.

In IET’s work with in-service PreK-12 teachers who are studying to earn a Master’s degree, we take seriously the task of not only supporting these teachers to develop as critical educators in their own classroom settings but also supporting them to develop as transformative content specialists, teacher leaders, and teacher researchers in their classrooms and school systems. Transformative leadership is, for us, multi-layered. It is rooted in Freire’s theoretical description of praxis (1970/1991) - a continuous loop of reflection and action. It is leadership that is inherently democratic, in that it protects all and fosters fair play and equitable treatment, by way of the codes and standards that are negotiated either at

the foundation of their school and school system, or through activism. Transformative leadership is consistent with Boyatzis's (2005) concept of resonant leadership that relies on emotional intelligence and is cultivated through mindfulness, hope and compassion. P-12 teachers who practice transformative leadership earn the trust of their students (Corrigan & Chapman, 2008) and the respect of their colleagues. In the context of this certificate program, teacher leaders will take seriously the task of linking the teaching of U.S. national history to student democratic practices within and outside of the classroom (Deardorff, Mvusi, McLemore, & Kolnick, 2005, p. 23).

The plan to develop and offer the NPST: Teaching Historic Places with Diverse Populations certificate grew out of our successful experience of supporting teachers to develop as critical educators and to assume transformative leadership through the IET master's program. It is expected that the certificate program, which will consist of the first 15 credits of the 30 credit IET master's degree, will launch teachers well on their way in their development as critical history and social studies educators and transformative leaders.

Development of the IET/FTS Partnership. The partnership proposal between IET and the FTS developed through a series of meetings and conversations between Jenice L. View, IET Assistant Professor, and Sarah Jencks, Director of Education Programming of the Ford's Theater Society. Other participants in the conversation have been Callie Hawkins, Curator of Education at President Lincoln's Cottage and Talia Mosconi, Education Director at Tudor Place Historic House and Garden. Over the course of this continuing dialogue, and with additional input from other IET faculty, it became increasingly evident that IET's curriculum and the FTS's mission to support professional development and the promotion of using historic sites as instructional vehicles are highly aligned and mutually reinforcing. IET will work collaboratively with the FTS to offer the NPST-Teaching Historic Places with Diverse Populations certificate program to participants in FTS's Civil War Washington Teacher Fellows Program. It is also likely that FTS will offer fundraising ideas for subsidizing certificate program costs (students' tuition, transportation to historic sites, and field study expenses such as staff compensation at historic sites).

Structure of the NPST: Teaching Historic Places with Diverse Populations Certificate. The certificate program will use four existing IET courses that comprise the first-year courses of the two-year IET Master's program. These four existing courses have been designed in accordance with professional standards and current research in ways that will maximize the effectiveness of the certificate program. In addition, the certificate introduces two new courses that are specific to this certificate and that do not duplicate any course within CEHD or the University's History Department. The courses are:

MNPE 700 - The New Professionalism: Theory and Practice (Credits: 3)

Explores the philosophical and pedagogical assumptions of teachers as individuals and professionals. Critiques educational issues such as accountability, institutional structures, and professional roles engage teachers to be more just and responsive in their relationships with students, families, and colleagues. Provides a deeper understanding of a teacher's participatory and ethical role in a democracy, which includes questioning the status quo.

MNPE 703 - Technology and Learning in the New Professions (Credits: 3)

Supports effective technology integration for teaching and learning by constructive knowledge not just of content, technology and pedagogy, but also of their mutually reinforcing relationships. Develops repertoire of technology-mediated learning approaches with appropriate context specific strategies and representations to support learning. Includes concurrent critique of technology and includes equal access to information, critical web literacy, and privacy issues.

IETT 750 - Studies in Language and Culture I (Credits: 3)

Explores the interdependence and mutual construction of languages and cultures, as well as how both provide interpretive frames and thus mediate lived experiences. Investigates culture and language as primary shapers of relationships and identities. Engages teachers in constructing culturally responsive curriculum and pedagogy.

MNPE 704 - Research Methodologies in the New Professionalism (Credits: 3)

Introduces teacher research in a school setting. Supports intentional, systematic, public, ethical, and contextual inquiry into practice; participants form and frame salient questions, take actions to transform curriculum, gather, analyze and interpret multiple forms of data, and share experience in communities of practice.

IETT 754 Introduction to Teaching Historic Places to Diverse Populations (Credits: 1) **New course**

Explores and interprets national, regional, and local historic sites in the Washington DC area, as students practice historical thinking and teaching through an analysis of historic sites as primary sources.

IETT 755 Advanced Teaching Historic Places to Diverse Populations (Credits: 2) **New course**

Builds on the exploration and interpreting skills learned in IETT 754, students will practice historical thinking and teaching for diverse P-12 classroom populations to convey critical thinking skills and civic engagement.

The above courses are designed to be highly integrated over the year-long certificate program and the cohort design with 8-hour class days supports this integrated approach (see below). All six of the courses, but especially IETT 754 and IETT 755, will involve the study of urban education theories and practices, and Teaching Historic Places.

Cohort Structure. The cohort model provides a set sequence of integrated courses that are scheduled to be convenient for students. The cohort model also creates more cohesive relationships among academic courses and school realities. The proposed NPST-Teaching Historic Places with Diverse Populations certificate program will use a cohort model structure that is similar to the first year structure of the IET Master's program. The schedule of classes will involve: an introductory weekend class at a historic site; eight 8-hour class days meeting twice per month during the academic year; and a two week 8-hour per day summer session between the spring and fall semesters. The primary venue for the class sessions will be the Arlington campus, with extensive field study at historic sites around the region. On-line Blackboard applications (e.g., discussions, learning modules, mail) will be used to extend and enhance the learning environment and connect individuals with others in the program beyond class days.

Admissions Requirements & Process. This certificate will be appropriate for classroom teachers who want to further develop their historical thinking skills and practices; interpreters, and education outreach coordinators at historic sites would also be appropriate for this certificate program. The prerequisites for entry into the program are experience and current status as a PreK-12 teacher, interpreter, or education outreach coordinator. For applicants who desire a master's degree, they must also meet the eligibility requirements for a graduate program at Mason. The master's admissions requirement of a school team will be strongly encouraged, but not mandated, given the content area specialization of this certificate. Instead, the collaborative elements of the program will be built strongly into the curriculum design (e.g., creating collaborative groupings for class days and online Blackboard activities).

Applicants will apply to the NPST: Teaching Historic Places with Diverse Populations certificate program through the usual university process. Students pursuing a 15-credit certificate must complete all 15 credits after admission to the certificate program. The certificate courses can be applied in the IET Master's in New Professional Studies Program. Students planning to pursue both the NPST: Teaching Historic Places with Diverse Populations certificate and the Master's in New Professional Studies must apply to the Master's program before completing 12 credits in the certificate program.

It is not anticipated that the certificate program will draw teachers away from our master's program; in fact, we anticipate that the certificate may well draw new applicants to our master's program. For students desiring to enter the IET master's program, the certificate will satisfy completion of the first year of the master's. It is expected that many teachers completing the certificate will be highly satisfied with their learning experience and will therefore be enthusiastic about applying to complete the final 15 credits (year 2 of the master's program) to receive their IET master's degree.

According to Associate Dean Ellen Rogers, a student accepted into the IET MA program may add the graduate certificate if requested (declaration of secondary program) at least one full semester prior to concluding the MA degree. A student accepted into a certificate program first, must then apply fully for the MA program. Even though the full battery of proposed certificate courses are part of the MA degree, CEHD may award *both* to students who have appropriately applied to, been accepted into, and finished requirements for the MA and certificate.

This certificate will not meet the Virginia requirements for Highly Qualified pertaining to history/social studies. Students would need to take courses that are topic driven in order to succeed in taking the applicable Praxis II test, and this certificate will not cover all areas of U.S. and world history that will be covered on the Praxis II. Nevertheless, as the only certificate program in the university, and we believe in the region, that incorporates urban education and the teaching of historic places, it may be a useful credential in hiring.

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