Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 *** Fax: (517) 373-0542

Directions:
• For each new, amended, or experimental program, a separate application is required.
• Application and all documentation are to be submitted electronically.
• Fax or mail only the cover page (Page 1) that is signed by the dean or director.
• All correspondence regarding this application should be addressed to the appropriate consultant identified in Attachment 1.

I. Application Information

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<thead>
<tr>
<th>Institution</th>
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<tr>
<td>MDE Endorsement Area and Code</td>
<td>History Secondary CC</td>
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<td>Date of this Application</td>
<td>November 1, 2010</td>
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<tr>
<td>Name and Title of Dean/Director</td>
<td>Rodney Clarken Ph.D.</td>
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<td></td>
<td>Director of School of Education and Associate Dean of Teacher Education</td>
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<td>Signature of Dean/Director</td>
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II. Contact Information for Questions Related to This Application

<table>
<thead>
<tr>
<th>Contact Person’s Name and Title</th>
<th>Gabe Logan Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person’s Phone Number</td>
<td>1-906-227-1744</td>
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<tr>
<td>Contact Person’s Fax Number</td>
<td>1-906-227-2229</td>
</tr>
<tr>
<td>Contact Person’s E-Mail Address</td>
<td><a href="mailto:glogan@nmu.edu">glogan@nmu.edu</a></td>
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III. Type of Request for Approval  (Indicate One)

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<tr>
<td>U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area</td>
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<td>Compliance with State Board of Education new or modified program criteria</td>
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<td>Experimental program</td>
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<td>Program amendment (See Section IX for guidelines)</td>
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IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees related to this specialty program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

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<tr>
<th>Name/Title</th>
<th>Specialty</th>
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<tr>
<td>Gabe Logan Ph.D.</td>
<td>Secondary History/ Social Studies</td>
<td>Northern Michigan University Department of History 1401 Presque Isle Ave. Marquette, MI. 49855</td>
<td><a href="mailto:glogan@nmu.edu">glogan@nmu.edu</a></td>
<td>1-906-227-1744</td>
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V. Program Summary

SECONDARY EDUCATION SOCIAL STUDIES CERTIFICATION PROGRAM APPLICATION

PROGRAM SUMMARY

Goals of the NMU Teacher Education Program

The mission of the NMU Teacher Education Program is to provide candidates a challenging, relevant and rewarding experience that will allow candidates to acquire professional competence.

The goals to achieve this mission are as follows:
• Understand the role and operation of the school;
• Respect and work effectively with students of varying backgrounds and cultures;
• Assume the various responsibilities of the classroom teacher;
• Plan instruction and learning experiences that recognize the individual needs and differences of students;
• Organize and manage the classroom environment to maximize learning;
• Manage classroom interactions and student conduct to create a positive climate for learning;
• Identify and use appropriate instructional techniques, media and methods;
• Evaluate learning to determine the extent to which instructional objectives are achieved by students;
• Establish positive and effective communication with students, parents, colleagues, administrators and community members;
• Accept and assume the responsibilities associated with being a competent professional and lifelong learner; and,
• Practice being a reflective teacher.

Conceptual Framework for NMU Teacher Education: Philosophy, Rationale and Objectives
During the Fall of 2006 and Winter of 2007 Northern Michigan University Teacher Education faculty reviewed, revised, and readopted the April 2000 Conceptual Framework presented in full here. Below, we provide an overview of our conceptual framework which begins with a definition of education. Israel Scheffler (1976) offered the following:

[Education is] the formation of habits of judgment and the development of character, the elevation of standards, the facilitation of understanding, the development of taste and discrimination, the stimulation of curiosity and wondering, the fostering of style and a sense of beauty, the growth of a thirst for new ideas and vision of the yet unknown (p 206).

In addition to a definition of education, three questions shaped the development of our conceptual framework: (1) What is the nature of teaching, both as we practice it and as we wish our candidates to? (2) What are the models of learning we wish to develop in our candidates and practice within our faculty? (3) What is the knowledge base we wish to incorporate in our instructional program? The answers to these questions culminated into five Derivatives that describe our framework. In what follows, we provide a brief introduction to our derivatives with a direct reference to a primary source that helped guide our thinking.

**Derivative #1: Habits of Judgment and Development of Character** [Scheffler (1965, 1976); Schön (1983)]
Taking this derivative seriously commits us as a faculty to developing both habits of mind and habits of the heart that will lead to a practice steeped in reflection and judgment and based in the ethics that define good character.

**Derivative #2: Teaching as Artistry** [Eisner (1998)]
As an ethical activity, teaching requires, among other things, that teachers value their students. Valuing as in appreciation carries a connotation of the aesthetic. That is, teachers must exhibit artistry in the practice of their craft and must develop in becoming a connoisseur of excellent teaching which is essential to becoming an excellent teacher.

**Derivative #3: Subject Matter Content as Medium** [Shulman & Wilson (2004)]
A derivative that explores subject matter content as medium arises from Scheffler’s definition of education and our claim that teaching is an art, grounded in ethical and aesthetic qualities. The artfulness of teaching is a fusing of pedagogy and content that we recognize, as Shulman did, as pedagogical content knowledge. Teachers make pedagogical judgments about what content to address and how to design classroom experiences that will assist students in engaging this content as a means to expand and deepen their own learning. The task of the teacher is to design learning experiences that will enable students to develop their own capacity for understanding (i.e., form habits of judgment, etc.).

**Derivative #4: Race, Culture, and Social Justice** [Banks & Banks (2004)]
A derivative that explores race, culture, and social justice attempts to call into question the social and political agenda in this country that has long included (and in some ways continues to be) the myth of cultural assimilation and the practice of racial hegemony in the pursuit of multicultural education. Banks and Banks (2004) describe the dimensions of multicultural education as: (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure (p. 20). Drawing on our view of education, as embodied in Scheffler’s definition and Banks and Banks multicultural education, we must include a commitment to providing experiences that foster a critical understanding of the central role of race, cultural and social justice.
Derivative #5: Technology [AACTE (2008)]

Technology as a knowledge base, medium of instruction and communication, and medium of research and professional development offers possibilities to educators at all levels. In exploring a derivate that addresses technology, we do not intend to imply that technology in and of itself is as fundamental to our conceptual framework as our other derivatives; however, technology clearly is a component of our work, as a means to an end and not an end in itself. Technology pedagogical content knowledge must serve to promote and ensure collaborative and ethical work, must engage users in critical and creative thinking and problem solving that supports candidate construction of meaning, must be weighted in light of student diversity and cultural differences and most essentially social justice and equity of access and opportunity (the digital divide).

Courses in the content area majors and minors have course goals and objectives aligned with the NMU Conceptual Framework. The conceptual framework and program philosophy for students, cooperating teachers and faculty are outlined for each phase of the program clearly showing how Pre-Methods, Methods and Student teaching coursework align. All degree requirements are made available to students and faculty through the university bulletin.

Sequence of Courses and/or Experiences to Develop an Understanding of the Structures, Skills, Core Concepts, Ideas, Values, Facts, Methods of Inquiry, and Uses of Technology

Our program is designed with an emphasis on candidate development through three program phases, coupled with blocked courses, and integrated field experiences. The phases are: Phase I – Pre-Methods; Phase II – Methods; and, Phase III – Student Teaching. Each phase is based upon a set of indicators from the Professional Standards for Michigan Teachers that are linked to the Final Evaluation of Student Teacher.

Entry into the Professional Education Sequence, as defined by the Teacher Selection and Retention Standards, requires a 2.7 minimum GPA and a demonstration of basic skills in the areas of reading, writing and math. To maintain enrollment in the education sequence all candidates must maintain a 2.7 GPA in their overall, major(s), minor(s) and professional education sequence areas through all program phases.

NMU requires all graduates to complete a world cultures course prior to graduation.

Upon entry to the Professional Education Sequence candidates complete Phase I: Pre-Methods consisting first of ED 201 Introduction to Education and ED 301 Dimensions of American Education where students explore and situate themselves within the profession. These courses require students to develop their philosophy of education, interview practicing educators, and to define the legal and ethical obligations of their profession. Phase I continues with ED 231 Teaching for Learning in the Secondary Classroom which is a learning theory course situated in a middle school and supervised by the instructor of record. Candidates are placed in their content areas for this experience.

Meeting the GPA requirements in all areas listed above and a passing score in all three areas of the MTTC Basic Skills allows candidates to apply for methods. Phase II: Methods is conducted over the course of two semesters and is situated in local schools and students must complete a methods application to this phase of the program. Building upon their content course requirements and pre-methods learning, candidates complete lesson planning with classroom teachers at all building grade levels focusing on unit development and delivery, reading assessments, individualized and differentiated instruction and instructional technology all consistent with the Michigan High School Content Expectations.
Candidates are expected to integrate their content area into ED 361 Special Education and the General Classroom Teacher to plan and assess for students with special needs; ED 319 Teaching of Reading for Secondary Teachers; ED 483 Educational Media Technology to plan and assess teaching and learning according to PSMT Standard 7; HS 350 Methods and Materials in Teaching Social Studies Education; and ED 349 Teaching for Diversity, Equity and Social Justice in the Secondary School Community.

Candidates in the methods phase are required to actively participate in secondary school settings. Candidates are assigned to classroom teachers for 30 hours in each methods course. Candidates plan and reflect on their teaching under the guidance of an NMU professor and the classroom teacher. Lessons delivered in these settings are designed around the High School Content Expectations and support the local curriculum delivered in the school setting.

Admission to Phase III: Student Teaching requires the candidate to complete a pre-application two semesters prior to the experience and an application one semester prior. Candidates can request a split placement or a full semester placement in their content area. Candidates are individually reviewed to determine which student teaching experience will best support their needs. All elementary candidates complete ED 430 Teaching in the Secondary School where candidates take on the responsibilities of the classroom teacher with mentor support from a cooperating teacher and a university supervisor. To model and guide the reflective practice outlined in our conceptual framework, all candidates participate in ED 450 Seminar in Teaching. All candidates must obtain a level of “Proficient” from their cooperating teacher(s), university supervisor and self in all categories on the Final Evaluation of Student Teacher to successfully complete the program. Candidates who obtain a level of “Proficient,” provide evidence of CPR/First Aid completion and passing scores on all MTTC elementary and subject area tests are recommended to the state for certification.

Preparation to Utilize a Variety of Instructional Approaches to Address Various Learning Styles of Students

All courses in the Professional Education Sequence incorporate the need to address varied individual learning styles through each phase of the program. The Pre-Methods Phase uses ED 201 and ED 301 (foundations) to facilitate understanding of learning styles within the context of society as a whole. ED 231 (teaching for learning) provides classroom instruction and 30 hours of on-site field experiences to allow students to observe and plan for these varied approaches. As candidates move into the Methods Phase there is a direct application of their pre-methods courses as they plan, implement and reflect upon lesson delivery in classrooms with varied populations and learning styles through the integration of HS 350 (social studies), ED 349 (diverse learners), ED 319 (reading), ED 361 (special education) and ED 483 (technology). Application of these learning styles in multiple secondary grade level settings during methods supports the transition to the Student Teaching Phase (ED 430) where they are applied and assessed over the course of a semester through the Final Evaluation of Student Teacher, a final portfolio and a mock interview.

Gender Equity, Multi-cultural, Diversity and Global Perspectives

All courses in the Professional Education address the study of gender, multiculturalism, diversity and global perspectives. NMU requires all students to complete a World Cultures requirement prior to graduation. The pre-methods foundations courses (ED 201 & ED 301) expand on that world view as it relates to schooling. The pre-methods learning theory course (ED 231) expands on this knowledge through its immersion in a local school setting and a required field experience to the Nah Tah Wash School in Escanaba, MI. Nah Tah Wash is a tribal school and affords candidates the opportunity to work extensively with minority students in a secondary setting.
All methods courses (ED 361, ED 319, ED 349, ED 483, HS 350) are field based and situated in the Marquette Area Public Schools which is comprised of male and female students, racially diverse populations (85% white; 3.5% African American; .4% Hispanic; 2.6% Asian; 8.2% Native American), students on free and reduced lunch (26.7%), and inclusive classrooms.

The NMU Teacher Education fully supports a candidate’s request to student teach out of the Upper Peninsula. The requests to student teach out-of-area must be rooted in the diversity of the experience the candidate will gain by working with varied populations. Placements in urban and rural areas that meet these criteria are supported around the world. During student teaching, candidates also have the option to complete ED 222 Classroom Management and ED 223 Multicultural Education in addition to the required seminar (ED 450) to facilitate a deeper understanding of these issues per request of the student teacher.

**Multiple Methods of Assessment**

ED 231 *Teaching for Learning in the Secondary Classroom* provides an introduction to assessment principles related to teaching and learning. ED 483 *Educational Media Technology* in methods requires candidates to reflect on their pre-methods learning and to incorporate new learning into a portfolio that demonstrates teaching and learning connected to state and national assessments as supported by the High School Content Expectations in the social studies. The portfolio is a requirement of successful completion of student teaching.

The field based program in the methods phase allows candidates to participate in the development and administration of multiple assessments at local schools under the guidance of classroom teachers and teacher educators.

Lesson plans throughout methods and student teaching are assessed for their ability to measure student achievement as they relate to the individual and interdisciplinary units and plans developed and taught by each candidate. Proficiency in this area is measured throughout the program and assessed upon completion of the program in the Final Evaluation of Student Teacher, a final portfolio and a mock interview.

**Collaboration with K – 12 Districts and Regional Service Agencies**

Candidates and faculty collaborate with K – 12 districts throughout the Professional Education Sequence. The pre-methods courses begin this collaboration with ED 201 and ED 301 where candidates make individual connections to local classrooms for required assignments. ED 231 is situated in a local school setting and requires 30 hours of participation. Ten of those hours are directly supervised by a teacher educator where candidates be guided in their reflection through common experiences. ED 231 also requires candidates to work in a low-income housing area where they are responsible for developing after school program extensions related to their content area. The methods courses are field based and occur in local middle and high schools.

**Support and Professional Development for Teacher Candidates during the Induction Period**

Graduates of the elementary program are supported through the induction period in a variety of ways. NMU offers graduate programs in the areas of reading, science, administration, and learning disabilities. These courses are offered on campus and online.

The School of Education collaborates with the Marquette Alger Educational Resource Agency to provide ongoing professional development through the Action in Education Series offered every summer. Workshops and professional development are provided to teachers in the induction years upon request from local districts.

The following centers, conference and resources on NMU’s campus provide ongoing support to teachers
during their candidacy, induction years and beyond to help integrate learning across content areas:

- **Center for Economic Education and Entrepreneurship**
- **Seaborg Mathematics and Science Center**
- **Upper Peninsula Writing Project** providing intense summer workshops and course on writing across the curriculum.
- **Lydia Olson Learning Resources Center** collection of young adult and children’s literature. Classroom resource center also available with kits available for checkout in content areas.
- **Upper Peninsula Reading Conference** offered fall every other year on odd years at NMU in support of reading and writing across the curriculum.
- **Upper Peninsula Special Education Conference** offered in February every year on NMU’s campus.
- **Uniting Neighbors In the Experience of Diversity (UNITED)** offered every fall on NMU’s campus in support of multiculturalism, diversity and equity for all members of the community with a particular focus on schools. Coincides with the **UP Indian Education Conference**.

### Candidate Perceptions of Teacher Preparation Program

Data on candidate performance is collected, analyzed and disseminated by the Associate Dean of Teacher Education and the Director of Field Experiences. Michigan Department of Education data for Secondary Pedagogy in the 2007 – 08 MDE Teacher Exit Survey demonstrate that 93% of candidates felt prepared to teach in their content area. 2008 – 09 MDE Teacher Exit Survey results in Secondary Pedagogy show 94% of candidates felt prepared to teach in their areas. NMU surveys all teacher candidates, cooperating teachers and university supervisors in these areas as well through the use of survey tool ([Final Evaluation of Student Teacher](#)) designed to reflect the Professional Standards for Michigan Teachers. A review of these data for fall 2007 through winter 2010 show that student teachers self report a level of “Proficient” in the areas of “Content Area Knowledge” (94.7%) and “General Knowledge” (93.1%). Cooperating teachers assessed elementary candidates at 98.1% and 95.6% “Proficient” and university supervisors ranking elementary candidates at 94.6% and 93.8% “Proficient” respectively.

Candidate perceptions of the program in the area of technology are also reflected in a 95% efficacy score on ELSMT 7 of the 2007 – 2008 MDE Teacher Exit Survey and a score of 97% on the 2008 – 2009 MDE Teacher Exit Survey ELSMT 7.

### VI. Content Guidelines/Standards Matrix

See accompanying PDF file located at: [http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historystandardsfinal.pdf](http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historystandardsfinal.pdf)

### VII. Supporting Documentation

#### SECONDARY EDUCATION HISTORY CERTIFICATION PROGRAM APPLICATION SUPPORTING DOCUMENTATION

**Field Experiences**

Phase I field experiences introduce role orientation and conceptualization.

In role orientation ED 201/301 ((Introduction to Education/Dimensions of American Education), the candidate learns what becoming a teacher requires and is introduced to the profession of teaching. Field experiences at this stage involve visits to schools and classrooms to observe the nature of schooling and teaching to get a general knowledge of the role of the schools,
classrooms and teachers. In ED 201/301 students have a field experience requirement of spending one-half day in a 6-12 classroom. This exposure is to help candidates to better know if teaching is for them. They are required to interview the teacher they observe concerning their roles and responsibilities and their feelings about teaching.

ED 231 (Teaching and Learning in the Secondary Classroom meets in an area middle school and candidates spend 30 hours in a classroom in their content area. Candidates are required to complete additional course hours by visiting a Native school under the direction of the instructor. The purpose of these field experiences are to provide a significant measure of contact with students in a school setting in order to better understand the course content as it relates to their content area and varied school populations. As the first significant field experience in the education program, this assignment also provides candidates with a beginning opportunity to understand the dynamics of teaching and learning. Each candidate is expected to establish a working relationship with classroom teachers during this field experience. Professional demeanor is both learned and practiced in this field experience.

Phase II Field Experiences result from experiences that allow the candidates to practice various aspects related to teaching, such as lesson planning, teaching small groups or micro-teaching. Phase II of teacher education is characterized by learning to become a teacher by allowing opportunities to practice in a learning community.

Candidates in methods courses integrate technology, assistive technology, reading, and diversity, equity and social justice practices in a secondary classroom setting. Field placements are a combination of on-site courses taught and supervised by a professor and 30 scheduled classroom hours beyond course meeting times where the candidate works with a classroom teacher. The on-site teaching is monitored and critiqued by the candidate and the professors in the methods courses. These observations are purposefully used by the professors to drive integrated instructional and behavioral plans for secondary classrooms.

The secondary schools and faculty assist each other to advance the art of practice, i.e., both faculties support the teaching and learning of students and of the candidates preparing to become teachers. The school sites for the courses delivered on site function like “teaching studios” for “pressing” the artistry of practice and developing teachers who “reach” to other educational communities.

The courses situated in the schools create a setting for faculty to engage the candidates in reflection on the knowledge-base for what they are doing and what is being learned by the candidate prior to Phase III - Student Teaching. When the candidates begin the semester of student teaching away from these sites, they will not only demonstrate proficiency on the Final Evaluation of Student Teacher, but will also carry with them new ways of extending learning for all students, diverse students included, and new ways to utilize the various curricular frameworks and standards.

During the Phase III 16 week student teaching experience, the Director of Field Experiences, the Teacher Education Advisory Council (TEAC), and the university/classroom supervising faculties discuss issues related to maximizing the candidates’ practice teaching field experience in Phase III. These include the Professional Standards for Michigan Teachers (PSMT), the preparation of
candidates, roles and responsibilities of the university and classroom supervisors, and the kind of expectations to be made of the candidate such as teacher-parent conferences, after-school responsibilities, and uses of technologies to reflect upon practice. Also, the Unit schedules ED 586: Supervision of Student Teaching to support the classroom supervising teachers in their role. These reflections and the planning that result are carried forward to the candidate to drive reflection and revision in the four required student teaching seminars.

The student teaching experience allows for candidates to teach in a 16 week placement or two 8 week placements dependent upon availability of quality classrooms in the requested areas. Candidates may also teach out of state or overseas.

**Instructional Methods**
Throughout their coursework at NMU, candidates are presented with numerous models of instructional design, delivery, and assessment. At the core of their studies is the critical examination and interpretation of multiple sources. In addition to coursework in their content area, our candidates learn multiple approaches to teach that content. Prior to student teaching, candidates teach more than 20 content specific lessons to small groups or whole classes of secondary and/or middle school students. Candidates’ lesson plans are reviewed by peers and faculty prior to delivery. Those practice lessons are observed by faculty. Following each lesson, candidates reflect on their teaching and its connection to course content.

**Course Descriptions**
See Form XX Attachment 3 Below

**Syllabi**
See Content Guidelines/Standards Matrix at: http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historystandardsfinal.pdf

**Faculty**
See Instructional faculty (Attachment 5) at: http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historyfaculty.pdf

**Technology**
One unique characteristic is that NMU is a laptop university. The Laptop Initiative, beginning in 2000, has provided every student and faculty member with a laptop. Our entire campus is wireless and supports the use of collaborative software to engage students with content and social networking from around the world. Use of these technologies is evident in the design of the classrooms in Whitman. Each is equipped with data projectors, document cameras, stereo equipment, and wireless access. These technologies permeate the teaching and learning in our Teacher Education Unit. Faculty work diligently to extend these technologies to the local schools we partner with. The addition of WiMax, emitting a 20 mile wireless signal, has allowed candidates to continue to extend their teaching and learning into the local classrooms of which we are such an integral part through a more consistent university supported platform.

All secondary education candidates begin the integration of technology during methods. ED 361: Special Education for the General Education Classroom requires students to incorporate assistive
technology and Universal Design into lesson planning. ED 483: Education Methods in Technology requires all candidates to utilize appropriate software and hardware as it relates to lesson planning, communication, assessment, professional portfolios and content area specific strategies and resources related to teaching and learning in the content area.

All secondary candidates have courses throughout their program that access a web-based platform to facilitate reflection and discussion related to teaching and learning. Past practice has been to utilize WebCT/Blackboard with a switch to Moodle occurring in the fall of 2010. ED 319: Teaching of Reading for Secondary Teachers, for example, requires candidates to participate in an online discussion board where the candidate responds to and leads discussions in issue related to their practice. In addition, candidates create podcasts, Power Points, digital storybooks, grading programs, newsletters, professional communications, web pages, etc. when applicable to the teaching and learning within the program.

Candidates and faculty are supported in their use of technology for teaching and learning in the following ways: Help Desk to address software and hardware concerns; Center for Instructional Technology in Education where faculty can go to learn about, experiment with, and get advice and assistance with a variety of instructional technology tools; Instructional Media Services which provides access to instructional media, equipment, support services and works to improve the classroom environment; online communication and information resources related to the program clearly modeled and posted on the School of Education website. Technology integration is assessed through individual courses and assessed on the Final Evaluation of Student Teacher through specific indicators related to technology.
Contact Information for Program Review Consultants

ALL communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

<table>
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<tr>
<th>Specialty Area</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>All bilingual education</td>
<td>Bonnie Rockafellow</td>
</tr>
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<td></td>
<td>517-373-7861</td>
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<td><a href="mailto:rockafellowb@michigan.gov">rockafellowb@michigan.gov</a></td>
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<tr>
<td>All English language arts</td>
<td>Steven Stegink</td>
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<td><a href="mailto:SteginkS@michigan.gov">SteginkS@michigan.gov</a></td>
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<td>All humanities</td>
<td>Thomas H. Bell</td>
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**Michigan Department of Education**

**Endorsement Areas and Codes**

**September 2008**

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<td>YL</td>
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<td>YM</td>
<td>Bilingual Vietnamese</td>
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<td>YN</td>
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|YO | Bilingual Servo-
Croatian/Bosnian |
|YM | Bilingual Khmer |
|YM | Bilingual Indonesian |
|YM | Bilingual Japanese |
|YM | Bilingual Korean |
|YM | Bilingual Lao |
|YM | Bilingual Malay |
|YM | Bilingual Philippine |
|YM | Bilingual Thai |
|YM | Bilingual Vietnamese |
|YM | Bilingual Yiddish |
|ZA | EARLY CHILDHOOD EDUCATION*3 |
|ZD | MIDDLE SCHOOL*3 |
|ZL | MIDDLE LEVEL*3 |
|ZG | GENERAL EL K-5*3 |

**SPECIAL EDUCATION**

| SA | Cognitive Impairment |
| SB | Speech and Language Impairment |
| SC | Physical or Other Health Impairment |
| SE | Emotional Impairment |
| SK | Visual Impairment |
| SL | Hearing Impairment |
| SM | Learning Disabilities |
| SP | Physical Education for Students with Disabilities |
| SV | Autism Spectrum Disorder |
| TX | TECHNOLOGY AND DESIGN |

**BUSINESS EDUCATION*1**

| GQ | Business, Management, Marketing, and Technology |
| GM | Marketing Education |
| HX | AGRISCIENCE AND NATURAL RESOURCES |

**INDUSTRIAL TECHNOLOGY**

| JX | MUSIC EDUCATION*2 |
| JQ | MUSIC EDUCATION |
| KH | FAMILY AND CONSUMER SCIENCES |

**ART EDUCATION*1**

| LQ | VISUAL ARTS EDUCATION |
| LZ | VISUAL ARTS EDUCATION SPECIALIST |

**HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE*1**

| MA | Health |
| MB | Physical Education |
| MD | Recreation |
| MH | Dance |

**MISCELLANEOUS**

| NB | National Board Certification |
| ND | Library Media |
| NJ | Environmental Studies*4 |
| NP | Educational Technology |
| NR | Computer Science |
| NS | English as a Second Language |
| NT | Guidance and Counseling |
| OX | FINE ARTS |
| PX | HUMANITIES*4 |
| PR | Academic Study of Religions*4 |
| PS | Philosophy*4 |

*1 Endorsements for the Social Science group (formerly CX), the Science Group (formerly DX), the Business Education group (formerly GX), the Arts Education group (formerly LX), or the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.

*2 The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.

*3 The “Z” codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education (MDE), and do not appear on a teaching certificate.

*4 The MDE will discontinue endorsement effective January 1, 2009.
Summary of Course Requirements for Specialty Program

Institution: Northern Michigan University  Date: 11-1-10

Specialty Program: RX Secondary Social Studies

Program Standards: [http://www.michigan.gov/mde/1,1607,7-140-5234_5683_6368-24835--,00.html](http://www.michigan.gov/mde/1,1607,7-140-5234_5683_6368-24835--,00.html)  Standards Date: 6-9-09

Program Contact Person(s): Gabe Logan Ph.D.

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Sem. Hours</th>
<th>Elementary Major</th>
<th>Minor</th>
<th>Secondary Major</th>
<th>Minor</th>
<th>K-12 Major</th>
<th>Additional Endorsement</th>
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<tr>
<td>The United States Since 1865</td>
<td>HS 127</td>
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<tr>
<td>The Historian's Laboratory</td>
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<td>The History Seminar</td>
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<td>History of Western Civilization to 1600 or History of Western Civilization Since 1600</td>
<td>HS 101 or HS 102</td>
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<td>Indigenous People of</td>
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<td>Latin American Civilization</td>
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<td>Arab-Islamic History</td>
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<td>Introduction to the History of Africa</td>
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<tr>
<td>Approaching China</td>
<td>HS 256</td>
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<td>Approaching Japan</td>
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<td>Electives from 200+ with at least 4 cr from 400+</td>
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<td>Electives from 200+ with at least 4 cr from 300+</td>
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<td>The United States to 1865</td>
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<tr>
<td>Methods and Materials in Teaching Social Studies Education</td>
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**PROFESSIONAL EDUCATION SEQUENCE**

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<tr>
<th>Course Description</th>
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<tr>
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<tr>
<td>Teaching For Learning in the Secondary Classroom</td>
<td>ED 231</td>
<td>4</td>
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<tr>
<td>Dimensions of American Education</td>
<td>ED 301</td>
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<tr>
<td>Teaching of Reading for Secondary Teachers</td>
<td>ED 319</td>
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<tr>
<td>Teaching for Diversity, Equality and Social Justice in the Secondary School Community</td>
<td>ED 349</td>
<td>2</td>
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</table>
Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

**Course Descriptions**

**HS 101 History of Western Civilization to 1600**
4 cr.
*Offered:* Fall, Winter
- Applies toward the division II liberal studies requirement.
  Development of culture from the earliest times to 1600. Emphasis is distributed equally among the ancient, medieval and Renaissance worlds.

**HS 102 History of Western Civilization Since 1600**
4 cr.
*Offered:* Fall, Winter
- Applies toward the division II liberal studies requirement.
  Development of culture from 1600 to the present day. Cultural, social, economic and political ideas and institutions are traced as background to the understanding of contemporary problems.

**HS 105 World History**
4 cr.
*Offered:* Fall, Winter
- Applies toward the division IV liberal studies requirement.
- Applies toward the world cultures requirement.
This course in world history focuses on the changing patterns of interaction among the world's peoples from ancient times into the modern era. The course examines these interactions in terms of trade, ideas and religion, and politics. The world history course aims to provide a framework for understanding the historical developments as interrelated phenomena and to explain the apparent disparities in today's world in terms of their historical roots.

**HS 126 The United States to 1865**
4 cr.
**Offered:** Fall, Winter
- Applies toward the division IV liberal studies requirement.
Survey of early American history from the colonial period through the Civil War. Emphasis on political developments within a broad economic, social and cultural context.

**HS 127 The United States Since 1865**
4 cr.
**Offered:** Fall, Winter
- Applies toward the division IV liberal studies requirement.
Survey of recent American history from reconstruction to the present. Political, economic, social, cultural, educational and diplomatic facets of the American experience are emphasized.

**HS 204 Great Lakes Lighthouse History**
2 cr.
**Offered:** Contact department
The role and development of Great Lakes lighthouses. Details of their construction, lighting apparatus, daily routine of keepers, general organization and management of significant Great Lakes lights. Students will acquire a thorough understanding of how Great Lakes lighthouses actually operated and a working knowledge of U.S. lighthouses in general.

**HS 205 Great Lakes Maritime History**
4 cr.
**Offered:** Contact department
The broad scope of Great Lakes maritime history, particularly the development and operation of Great Lakes sail and steam vessels, trade patterns, cargo, cargo handling, increased role of the federal government, harbor and navigation development, lighthouses, life-saving, shipwrecks and the role of women. Also examines maritime museums, current issues and research sources and methods.

**HS 233 Native American History**
4 cr.
**Offered:** Winter
- Applies toward the division IV liberal studies requirement.
- Applies toward the world cultures requirement.
Study from origins to the present. Central theme is the persistence of Native American ethnic identity in the face of white conquest and efforts at elimination or assimilation.
HS 234 Indigenous People of Latin America  
4 cr.  
**Offered:** Contact department  
- Applies toward the division II liberal studies requirement.  
- Applies toward the world cultures requirement.  
A study of the Indians of Latin America which traces their general development from the pre-Columbian era to the contemporary period. The national Indian policies of the 19th and 20th centuries will be stressed.

HS 244 The American Labor Movement  
4 cr.  
**Offered:** Contact department for information  
This course provides an historical perspective on the experiences of American workers, examines immigration, ethnicity, race, and gender issues within the working class, traces the origin and development of the union movement, analyzes some basic principles of labor organization and negotiation, and concludes with discussions of current issues facing American working people, such as deindustrialization and globalization.

HS 245 The American West  
4 cr.  
**Offered:** Contact department for information  
Development and settlement of the trans-Mississippi west from the mid-19th century to the present. Myths and realities are contrasted in order to understand and appreciate the role of the West in the past and present and its influence on the American character.

HS 251 Latin American Civilization  
4 cr.  
**Offered:** Fall  
- Applies toward the division II liberal studies requirement.  
- Applies toward the world cultures requirement.  
Introduction to the development of culture, society and values through a study of pertinent topics from the colonial origins to the present.

HS 252 Arab-Islamic History  
4 cr.  
**Offered:** Winter  
- Applies toward the division II liberal studies requirement.  
- Applies toward the world cultures requirement.  
Introduction to the political, social, economic, intellectual and artistic history of the Arabic-speaking peoples from the seventh century to the present. The religious history of Islam and the Islamic way of life is intrinsic to the course.

HS 254 Introduction to the History of Africa  
4 cr.  
**Offered:** Fall
• Applies toward the division II liberal studies requirement.
• Applies toward the world cultures requirement.
Survey of the history of the continent south of the Sahara desert. Consideration of pre-colonial African peoples, cultures and ecology. Emphasis on 19th-century imperial rivalries, the rise of nationalism and the creation of present day independent states.

HS 256 Approaching China
4 cr.
Offered: Winter

• Applies toward the division II liberal studies requirement.
• Applies toward the world cultures requirement.
Historical introduction to the distinctive cultural integration of pre-revolutionary China, approached comparatively as an original style of thinking, feeling and organizing life.

HS 259 Approaching Japan
4 cr.
Offered: Contact department for information

• Applies toward the division II liberal studies requirement.
• Applies toward the world cultures requirement.
Prerequisite: EN 111 with a “C” or better, or instructor permission.
No prior knowledge of Japanese history is necessary. An introduction to the culture and history of Japan from antiquity to the end of the 18th century, including major religious and intellectual traditions, social and political formations, and cultural and economic transformations of the Japanese islands.

HS 273 Gay and Lesbian History
4 cr.
Offered: Contact department for information
An introduction to the historical development of gay and lesbian social, cultural and political identities and movements. Investigation of the development of discussions and discourses relevant to homosexuality and homosexuals, primarily in 19th- and 20th-century North America.

HS 283 American Women's History
4 cr.
Offered: Winter

• Applies toward the division II liberal studies requirement.
The story of American women. Emphasis on the accomplishments and contributions of women in history, on understanding the historical relationship between women and men and on the individual perception associated with these relationships.

HS 285 History of Manhood in America
4 cr.
Offered: Contact department for information
An examination of manhood in American history from the colonial era to the present. It is an introduction to the ways Americans have thought about
manhood and how those ideas have influenced their understanding of the world around them.

**HS 292 African American History**
4 cr.
**Offered:** Winter
- Applies toward the division II liberal studies requirement.

An overview of African American history in the United States with particular emphasis on such topics as the slave experience, the civil rights movement and significant contributions to the nation's history.

**HS 295 Special Topics in History**
1-4 cr.
**Offered:** Fall, Winter
Investigation of a significant topic or problem in history. Content varies depending upon the intention of the instructor and the needs of the student.
**Note:** May be repeated if topic differs.

**HS 300 Ancient Egypt**
4 cr.
**Offered:** Contact department for information
**Prerequisite:** Completion of a 100- or 200-level history course.
Survey of culture in the age of the pharaohs (3100 B.C. to 300 B.C.) and into the Ptolemaic, Roman and Christian eras, with an epilogue on Muslim Egypt from the conquest to the present.

**HS 302 Ancient Rome**
4 cr.
**Offered:** Contact department for information
**Prerequisite:** Completion of a 100- or 200-level history course.
Rome from the earliest times, the republic, the conquest of the Mediterranean world, the Roman revolution, Caesar and Augustus, the Pax Romana and the later empire. Cultural, political and social institutions are reviewed.

**HS 304 The Middle Ages**
4 cr.
**Offered:** Contact department for information
**Prerequisite:** Completion of a 100- or 200-level history course.
Europe from the fall of the Roman Empire (300 A.D.) to the beginning of modern civilization with the Renaissance (1400 A.D.). Topics include the barbarian invasions, Carolingian times, feudalism, the growth of the Catholic church, the crusades, philosophy and the arts.

**HS 305 Renaissance-Reformation**
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
Europe from 1300 to 1600: the transition from the medieval to the modern world. The development of the modern state, society and economy; the age of humanism, Renaissance art, exploration and science; and the Protestant, Catholic and counter reformations.

HS 307 Themes in Early Modern Europe
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
The course provides in-depth study both in terms of content and historiography of major themes in early modern European history. Topics may include overseas expansion, reform of religion, the royal state, the intellectual revolution, society and economy in the pre-industrial age, and the French Revolution. The topic and approach will vary according to the instructor.
Note: May be repeated if topic differs.

HS 308 Themes in Modern Europe
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
The course provides in-depth study both in terms of content and historiography of some of the main themes in modern European history, 1815 to the present. Topics may include industrialization and its consequences, the creation of the modern nation state, the new imperialism, the road to war, the age of total war, and post-war Europe. The topic and the approach will vary according to the instructor.
Note: May be repeated if topic differs.

HS 311 Central European Culture and Civilization
4 cr.
Offered: Summer
Prerequisite: EN 211 with a grade of "C" or better or HON 112 and HON 201 and sophomore standing. If part of a FLSA, instructor permission and completion of all OIA documents.
A multidisciplinary introduction to the culture and civilization of central Europe, loosely defined as the lands of the Hapsburg Empire, and a comprehensive view of the historical, geographical, political and economic factors which have helped shape today’s central Europe.
Note: Cross-listed as GR 311. When offered as HS 311X, a mandatory field experience abroad will be required.

HS 312 Revolutionary Russia
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
Study of autocracy, nationality and orthodoxy in imperial Russia and the reformist movements culminating in the Revolution of 1917, and the theory and practice of communism from 1917 to the present.

HS 314 Modern Britain, 1485-Present
HS 315 Imperialism
4 cr.
Offered: Winter
Prerequisite: EN 211 with a grade of "C" or better or HON 102 and HON 112 and sophomore standing and completion of a 100- or 200- level history course.
The course investigates the development of modern Imperialism from the 18th century to the present, from the rise of European economic interests in Asia and Africa to the process of decolonization in the 20th century.

HS 316 The Holocaust
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
The course concerns the mass murder of approximately six million Jews by the Nazi regime and its allies from 1939-1945. Course employs literature and psychology as well as historical works in its discussion of the "Shoah."

HS 325 Colonial America in the Atlantic World
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
An examination of the development of the American colonies in the context of the emerging European empires in the Western Hemisphere and the development of a mature colonial system leading to the rise of a separate sense of “Americans.”

HS 326 America from Revolution to Jackson
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
This course examines the causes of the revolution, the course of the revolutionary war, as well as the problems faced by post-revolutionary society and the extent to which Americans continued to contest the meaning of the revolution in the early republic. The course will examine the question of a “revolutionary settlement” and the differing interpretations regarding the final settling of the American Revolution. The course will examine how the conflict of the 1770s and 1780s affected different segments of American society.
Offered: Contact department for information  
Prerequisite: Completion of a 100- or 200- level history course.  
This course is a study of the social, political, economic and military developments starting with the causes and the background of the Civil War in the Jacksonian era, extending through the War and Reconstruction with a consideration of the long-term consequences of the War on American History.  

**HS 328 America in the Age of Industrialization and Reform**  
4 cr.  
Offered: Contact department for information  
Prerequisite: Completion of a 100- or 200- level history course.  
This course offers an in-depth examination of selected major topics in the era of Industrialization and Reform. The course will primarily focus on the period from Gilded Age (1876) through the New Deal (1942) and put the American experience with industrialization and reform in its world context. The economic and social consequences of industrialization and the intellectual, social, and political responses to the changes wrought by industrialization form the core focus of this course.

**HS 329 America in the Recent Past**  
4 cr.  
Offered: Contact department for information.  
Prerequisite: Completion of a 100- or 200- level history course.  
An in-depth examination of selected topics in the recent past, focusing on the period of American history shaped by the outcomes of World War II. The course begins with an examination of American involvement in that war, following social, economic and political trends through the current era with particular attention to the global context of changes in American society.

**HS 330 United States Sport History**  
4 cr.  
Offered: Contact department for information  
Prerequisite: Completion of a 100- or 200- level history course.  
Examines sport from pre-contact through the modern period. Explores the development of sport from simple pastimes to amateur and professional organizations. A look at sport's impact on race, immigration, gender, labor, gambling, entertainment, and international politics.

**HS 335 Michigan History**  
4 cr.  
Offered: Winter, Summer  
Prerequisite: Completion of a 100- or 200- level history course.  
Survey of state developments from the coming of the Europeans to the present. Emphasis is on its regional and national context.

**HS 336 History of the Upper Peninsula**  
4 cr.  
Offered: Contact department for information  
Prerequisite: Completion of a 100- or 200- level history course.  
Survey of Michigan's Upper Peninsula from its Indian origins to the present.
HS 337 American Economic History
4 cr.
Offered: Winter
- Applies toward the division IV liberal studies requirement.
- Applies toward the upper division liberal studies requirement.
Prerequisite: Completion of the foundations of communications requirement, sophomore standing and completion of a 100- or 200- level history course.
Transformation of the American economy with particular emphasis on the modern period of industrialization. Special attention will be devoted to the role of the corporation, ethics, advertising, environment, labor, public policy decisions, critics and defenders of the economic order.
Note: Cross listed with EC 337.

HS 342 Introduction to Museum Studies
4 cr.
Offered: Winter
An introduction to historical and contemporary issues associated with different types of museums. It will engage students in critical and creative thinking about museums serving as preparation for a career in museums and/or gaining greater appreciation for museums in general.

HS 350 Methods and Materials in Teaching Social Studies Education
4 cr.
Offered: Fall, Winter
Co-requisite: Concurrent enrollment in ED 349.
Prerequisite: Admission to the methods phase of teacher education.
Teaching of the social studies at the secondary level. Course covers the objectives, the organization of subject matter, the evaluation and use of materials and the development of classroom procedures and techniques.
Note: May not be applied toward a non-teaching major or minor in history.

HS 353 The Finnish Immigrant in America
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
Focus on the inner meaning of immigration for Finnish Americans and on the institutional pattern they created in the new environment of America, particularly the Upper Peninsula. Written project consisting of a social history of a Finnish-American family spanning three generations is required.

HS 354 History of Prejudice
4 cr.
Offered: Winter
- Applies toward the division II liberal studies requirement.
Prerequisite: Completion of Division I, sophomore standing, and completion of three to four credits of lower division History.
The course focuses on the historical development of prejudice and the ideas which underpin prejudice. The course examines the phenomena of
prejudice in multiple contexts, exploring both the similarities and differences in the development of prejudices against different peoples.

Note: Course may be repeated if topic differs.

HS 358 Modern Japan
4 cr.
Offered: Contact department for information
- Applies toward the division II liberal studies requirement.
- Applies toward the upper division liberal studies requirement.
- Applies toward the world cultures requirement.
Prerequisite: Completion of a 100- or 200- level history course.
The main emphasis is on the study of the changes in Japanese ideas and institutions, since the country was forced open by the West in 1853 to the present day.

HS 359 Themes in Non-Western History
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
A variable-format course covering the history of a single non-Western geographical region or focusing on a transnational theme such as migration, cultural encounters, trade and intellectual movements.
Note: May be repeated for credit if the topic differs.

HS 360 Chinese Revolution, 1800-Present
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
The transformation of life patterns in China induced by the collision between China and the West. Emphasizes the causes and implications of this collision for China and ourselves.

HS 361 History of the Americas
4 cr.
Offered: Fall
- Applies toward the division II liberal studies requirement.
- Applies toward the upper division liberal studies requirement.
Prerequisite: Completion of the foundations of communication requirement, sophomore standing and completion of a 100- or 200- level history course.
A comparative and thematic history of the people and history of the Western Hemisphere. The topical approach will concentrate on the comparison and contrast of concepts and ideas throughout the hemisphere from the prehistoric Native American cultures to the contemporary scene.

HS 362 History of Mexico
4 cr.
Offered: Winter
- Applies toward the division II liberal studies requirement.
- Applies toward the upper division liberal studies requirement.
- Applies toward the world cultures requirement.
Prerequisite: EN 211 with a grade of "C" or better or HON 102 and HON 112 and sophomore standing.
A history of the Mexican people from their prehistoric origins through the colonial development, independence, the rise of national Mexico and the era of Diaz. Special attention will be paid to the Mexican Revolution (1910) and the development of modern Mexico.

HS 363 Canadian History and Culture
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
Survey of geography, history and culture from the arrival of the white man to the present, with considerable emphasis on contemporary Canada.

HS 380 Public History
4 cr.
Offered: Contact department for information
Prerequisite: Completion of a 100- or 200- level history course.
This course provides a background in public history which deals with historical administration, grantship and fund raising, editing, preservation, management, and use of historical resources in historical societies, museums, galleries, governmental agencies and private consulting firms.

HS 382 Historical Role Playing
2 cr.
Offered: Winter
Prerequisite: HS 126 and HS 127 highly recommended.
Required for Michigan Bureau of History living history role players. Study of role playing in America with special concentration on a specific site such as Fort Wilkins State Park, Fayette State Park or other parks. Students study the philosophy of role playing, the role of park interpretation and the social history of the period.
Note: May be repeated for credit if the site differs.

HS 390 The Historian's Laboratory
4 cr.
Offered: Fall, Winter
Prerequisite: Completion of a minimum of 3 credit hours of 300-level history and junior standing.
Direct experience with archival research using both local traditional archives and digital archives. Students will produce a substantial, thesis-driven essay based on their archival research. Emphasis of course may vary with instructor.

HS 410 Seminar in Approaches to History
4 cr.
Offered: Fall, Winter
**Prerequisite:** Junior standing and completion of a 200- or 300-level history course.  
This course offers an examination of various approaches to history and how those approaches shape the way historians ask historical questions, conduct historical research and formulate historical arguments.

**HS 415 Major Themes in American History**
4 cr.
**Offered:** Contact department for information.
**Prerequisite:** Junior standing and completion of a 200- or 300-level history course.
This course addresses issues and themes that defy the traditional chronological arrangements in American history. It is an in-depth study of one of those themes without chronological expectations. Examples of such themes could include: the frontier experience in America, slavery and emancipation, American foreign policy, history of American education and the immigrant experience in America.

**HS 481 Oral History**
1 cr.
**Offered:** On demand
**Prerequisite:** Junior standing or instructor's permission.
Study of the history, techniques and application of interviewing individuals for historical purposes.
**Note:** May be taken only once.

**HS 490 The History Seminar**
4 cr.
**Offered:** Fall, Winter
**Prerequisite:** HS 390, 12 additional credits in history and junior standing.

This seminar experience brings together historiography and primary source research. Major work consists of researching and writing an article-length, peer-reviewed historical essay demonstrating the ability to integrate primary and secondary sources into a significant essay that articulates and defends an historical thesis. Emphasis of course may vary with instructor.

**HS 491 Internship in History**
1-6 cr.
**Offered:** On demand
**Prerequisite:** HS 200, 2.5 grade point average, junior standing and departmental permission.
Professional internship experience, such as in a museum, historical society or archives, or in historical preservation advocacy.
**Note:** May be taken more than once for up to six credits with a maximum of three counting for the minor.

**HS 495 Special Topics in History**
1-4 cr.
**Offered:** On demand
**Prerequisite:** Junior standing and completion of 200- or 300-level history course.
Investigation of a significant topic or problem in history. Content varies depending upon the intentions of the instructor and the needs of the students.

**Note:** May be repeated if topic differs.

**Professional Sequence (secondary)**

- **ED 201:** An introduction to the field of education as a complex social, economic and political institution and career. Students will gain an understanding of their roles in shaping discussion of significant issues such as equality of opportunity, diversity and multiculturalism within the context of an ever-changing profession.

- **ED 231:** Course introduces secondary education majors to developmental, behavioral, and cognitive learning theories and processes. Students develop insights into the adolescent learner, secondary classroom practices, and learning. The course includes field experience outside of class.

- **ED 301:** An exploration of historical, philosophical, ethical and legal dimensions of American education. Students will begin to consider their roles as educational leaders and advocates for social justice for all students in American schools.

- **ED 319:** Methods the content area teacher can use to help students comprehend course materials more effectively, to determine reading needs of students and to adapt instruction to their needs. Field experience is required.

- **ED 349:** This course addresses issues of diversity, equity, and social justice at the secondary level within a cross-disciplinary framework, focusing on four areas of knowledge: teaching strategies, authentic performance assessment, classroom management, and uses of technology.

- **HS 350:** Teaching of the social studies at the secondary level. Course covers the objectives, the organization of subject matter, the evaluation and use of materials and the development of classroom procedures and techniques.

- **ED 361:** An introductory course covering the range of handicapping conditions, designed for the elementary or secondary teacher to develop an awareness of the emotional, educational and social implications of handicaps and to formulate practical applications when working with students with exceptionalities in the general classroom.

- **ED 430:** The opportunity for a gradual, guided introduction of students in the secondary education curriculum into assuming responsibility for teaching, together with related activities, while they learn to translate theory into practice.

- **ED 450:** This course is designed to help the student teacher better understand and apply education principles and theories in full-time classroom teaching experience. It focuses on the roles, responsibilities, issues and concerns of student teachers such as classroom management, instruction, assessment, multicultural education, human relations, employment, policy and practices.

- **ED 483:** Focuses upon the education/instructional uses of audiovisual media including computers and related technologies. Emphasis will
be upon each type of hardware and software and its use as well as the subject-matter areas that most easily integrate the technology.

**Content Standards and Guidelines**

See accompanying PDF file located at [http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historystandardsfinal.pdf](http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historystandardsfinal.pdf)

**Instructional Faculty**

See accompanying PDF file located at [http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historyfaculty.pdf](http://webb.nmu.edu/Departments/Education/SiteSections/Accreditation/MDEApprovals/HS/historyfaculty.pdf)