

Master of Arts in Social Studies in World History

New Program Policy Document

I. DESCRIPTION

The proposed **Master of Arts in Social Studies in World History** is a two-year program for certified teachers that will provide an intensive, integrated and interdisciplinary study of world history. Teachers pursuing this degree will increase their knowledge of all facets of world history through an interdisciplinary approach that will stress application to current issues and challenges in the global community. Participating UD professors from various disciplines and programs will collaborate to design a thematic, connected, and integrated program of study that will enable graduate candidates to make connections throughout regions, disciplines and time periods studied.

This program is designed so that the majority of coursework and final project will be completed in the summer. Fall and Spring courses will be offered as real-time distance learning seminars, enabling teacher candidates beyond Delaware to participate in the Graduate Program. We plan to admit a limited number of international teachers into the MA program—making for a truly “global” perspective on World History.

Participating fulltime faculty will adapt/design their topics courses so that shared themes and concepts are incorporated into each course. Thematic emphases may include cross-cultural syncretism and interdisciplinary perspectives on key historical issues. Regionalism will be explored, and the impact of modern economic developments, changing technologies, and worldwide ideologies examined.

A major goal of this program is to work closely with teachers and their district administrators to enable participating teachers to apply what they learn in this program to their classroom teaching, school and district curriculum, and state and national organizations by energizing the conceptualization and teaching of history and other social studies disciplines, such as economics, geography, and government.

The MA program committee will consist of faculty teaching in the program. We will match students to appropriate faculty advisors. UD faculty and administrators will serve as co-advisors for teachers participating in the program. This committee will consist of a primary and secondary

faculty advisor, plus an administrative consultant (from their home school or district) who approves the project prospectus submitted during the second summer session.

The advising committee will work with individual participants in crafting a final project designed to exhibit the MA candidate's knowledge gained from the program, and, more importantly, to contribute to quality instruction in the schools. Thus, learning outcomes will be assessed, not only from course to course, but according to the impact that their final summative projects have upon student learning in their home schools. Graduates will learn how to conduct such project assessments in their first foundations course (HIST710). They will be required to submit a project prospectus during their second summer as part of a one-credit HIST755 research course. They will register for 2 credits of HIST755 during their final summer to complete the 3 credits in HIST755.

II. RATIONALE AND DEMAND

A. Institutional factors.

1. *Explain how the proposed program is compatible with the Academic Priorities of the University.*

This new program meets the History Department's Strategic Planning document's goal to "augment the graduate program centered on U.S. History with a more international and transnational framework." It also responds to the challenge set forth by the 2010 External Review of the History Department. The review noted that while

the University of Delaware has developed a variety of cross-disciplinary—and in some cases, pan-university—initiatives such as the Institute for Global Studies and the Center for Political Communication, the review committee does not believe that it [the History department] has given sufficient thought about how to engage them creatively in ways that could benefit History. It seems to the review committee that such initiatives might be vehicles through which the department could foster the cross-disciplinary interests of some of its faculty members and graduate students.

The **Master of Arts in Social Studies in World History** will meet this challenge. It also directly addresses nearly all of the new *Strategic Goals of The College of Arts and Sciences*, including the following *action items* recommended in the report concerning Interdisciplinary Activity, Leadership, and Graduate Education:

1. *Build on existing and developing interdisciplinary centers, institutes and programs in order to broaden participation and foster new collaborative activities*
2. *Invest in support structures for interdisciplinary collaboration.*

3. *Provide incentives and sustained support for collaborative research and team-teaching.*
4. *Showcase interdisciplinary activities within and beyond the college.*
5. *Retain and expand strengths in Secondary Education.*
6. *Capitalize on the latest instructional technology, seeking to continually improve pedagogical practice.*

The proposed program will also directly address initiatives expressed in The *University's Path to Prominence*. The program will serve **Delaware first** by recruiting students and teachers from school districts in New Castle, Kent. and Sussex Counties. The inclusion of teachers from southern Delaware is a particularly important aspect of our program since this area has not had as much opportunity to interact with UD's main campus graduate programs. The **Partnership and collaboration** between UD and school districts locally, nationally, and internationally reflects the University goals as well, as is the development of interdisciplinary graduate programs. Our goals and those of the University is the same: engaging local, national and global communities through education.

2. *Describe the planning process which resulted in the development and submission of this proposal.*

The genesis of this program proposal began in 2010, shortly after UD's Social Studies Secondary Education program again passed their national program review with flying colors, continuing the tradition of being considered a model program by the National Council of Social Studies (NCSS). We decided to build on this stellar national reputation by seeking ways to improve the teaching of world history and global studies. We wanted to go beyond merely providing additional content by helping teachers to create conceptual frameworks in which to *understand* and *organize* their knowledge. I began by gaining the approval of interim chair Erica Armstrong Dunbar and history department chair John Hurt. I also consulted the following history professors for ideas and direction: Owen White, David Pong, Susan Strasser, Rudy Matthee, Ramnarayan Rawat, Arwen Mohun, Steve Sidebotham, Mark McLeod, Cathy Matson, Eve Buckley, Lawrence Duggan, Dan Callahan, Hannah Kim, Adrian Denis Lopez, and Jonathan Russ.

I also met with Patricia Sloane-White and Carla Guerrón-Montero in Anthropology, Mark Miller in Political Science, Alan Fox in Philosophy, Carol Wong in the School of Education, and both Scott Stevens and Baerbel Schumacher in the ELI institute for advice on how to make this program both interdisciplinary and truly global in nature. Finally, I worked with Associate Provost James Broomall and Associate Deans Joseph Pika and Matthew Kinservik to develop the infrastructure for this program.

The consensus of this diverse group of educators and administrators is that this program would be an innovative and outstanding addition to our university mission. They also consider this program to be a much-needed contribution to improving the teaching of World History and related Global Studies courses.

3. *Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.*

This program is not in competition with any other graduate program. While housed in the History department, it will be administered separately from the department's graduate programs, with a different set of student cohorts. This program does not lead to teaching certification. Faculty will teach each course as voluntary "overload." These courses will not be factored into their Department teaching workload.

4. *Describe how the proposed curricula would more fully utilize existing resources.*

Courses will be taught by noted tenured and tenure-track professors on a voluntary overload basis. They will collaborate on course design and program concepts. The professors who will be teaching in this program share the following: (a) a commitment to improving instruction in our public and private and elementary schools (b) few opportunities to teach graduate-level courses, due to department graduate focus fields and/or absence of graduate programs in their departments. By stressing interdisciplinary themes and concepts in world history and global studies, we hope to create a synergy of ideas and concepts across the university.

We are also drawing upon both the University and Social Studies Education's stellar reputation and alumni connections with teachers to create partnerships with schools and districts in designing MA project outcomes. Finally, our innovative use of distance learning technology (in partnership with IT) will allow for the internationalization of the graduate cohorts.

B. Student demand

1. *Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.*

This MA program will require students to complete 30 graduate-level credit hours over the course of three summers and two fall and spring semesters. Students will be admitted yearly on a cohort basis, and will take the same classes with their cohort over the course of two years. We estimate that each cohort will consist of 10 students. We will recruit these students, who are certified teachers, from three primary regions. (a) Delaware (b) the eastern seaboard (particularly among our alumni) (c) international

Small student cohorts of a maximum of ten per year allows for high quality and focused instruction. Recruiting from three distinct regions allows us to maintain a consistent and diverse yearly cohort of students. I have consulted with teachers and administrators both within and beyond Delaware (see letters of support) in order to gauge interest in this program, as well as to set enrollment projections.

We are very confident that we will be able to meet cohort projections by drawing upon the above three regions. Our tuition reductions for Delaware teachers make our program a very desirable one. Out-of state alumni are excited about continuing their education through such an innovative and valuable program. Other states such as New York and Massachusetts require their teachers to pursue an MA program within two years after being hired—preferably in the content area that they will be teaching. The value of an MA in a content area for international teachers is immense.

Enrollment Targets

We will admit a new cohort of students each year into the program each summer. Each cohort will consist of 10 students.

Our enrollment target for 2013-14 (summer through spring) is 10 students.

We will add a second cohort in summer 2014, increasing total enrollment to 20 students. We hope to reach our maximum enrollment by summer 2015. Enrollment numbers from this point onward are the following:

Summer sessions: 30 students (three cohorts, with one cohort completing the program, and one beginning the program)

Fall semesters: 20 students (two cohorts)

Spring semesters: 20 students (two cohorts)

For a curriculum map of courses through summer 2018, see appendix

Recruitment Strategies

The **Master of Arts in Social Studies in World History** program will be advertised throughout the mid-Atlantic region and internationally. The program would review applications in the winter of 2013 and admit the first cohort of 6-10 graduate students for classes, beginning in the summer of 2013.

Our best recruiting tool is the outstanding reputation and success that UD's Social Studies Education program has accrued locally, regionally and nationally. National accreditation organizations have consistently rated our program as a nation-wide model. Our alumni would

welcome the opportunity to continue their studies in a related graduate program, as well as the chance to work with distinguished professors in the Social Sciences and Humanities.

We will advertise locally through the Delaware Department of Education and the state's Social Studies Coalition, as well as through contacts in the various schools and districts stemming from our Social Studies Education program. We will work with the Delaware Social Studies Education Project, led by Fran O'Malley <http://www.udel.edu/dssep/>, to advertise and recruit Delaware teachers as well.

We are working with Cindy Holland in UD's Career Services, who has identified key regional conferences and job fairs to target. We will promote regionally through mail, electronic publications, and open house events. Possibilities for advertising nationally include the National Council for the Social Studies Annual Conference, The American Historical Association and Organization of American Historians conferences. In addition, we will contact the following national school Associations through list serves provided by Dr. Holland:

- National Association of Secondary School Principals
- National Association of Elementary School Principals
- American Association of School Administrators
- Association for Supervision and Curriculum Development

Finally, we are collaborating with Dr. Scott Stevens and Baerbel Schumacher at UD's English Language Institute to recruit and promote internationally.

2. *State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.*

This program is designed specifically for certified teachers. Some of these candidates will not be able to attend on-campus classes in person during the fall and spring semesters. As a result, these courses, as well as courses taken during the final summer, will be offered via a real-time distance learning format. In addition, the majority of courses will be offered during the summers, with one course each being offered during fall and spring semesters, due to candidate's status as fulltime teachers.

C. *Transferability*

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

Does not apply

D. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

Does not apply

E. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective. In such cases, describe the audience and unique career paths.

This MA program will provide teachers with a degree that will enable them meet requirement for job advancement and salary increases, both in the United States and abroad. Our goal is that this program will do more than that. It will enable teachers to make significant improvements in school and district curriculum, applying their knowledge and expertise in world history if promoted into curriculum and administrative positions.

F. Regional, state, and national factors

- 1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.*

While four upper tier universities in the region (NYU, Columbia, Rutgers, U Pittsburgh) offer graduate programs for social studies teachers, our proposed program is unique in several ways:

- We offer a rigorous graduate degree in a Social Studies discipline (History), rather than in Education.
- Our program stresses the merging of high-quality discipline content and effective and innovative pedagogy
- Courses are taught by noted tenured and tenure-track professors who collaborate on course design and program concepts
- Our program stresses interdisciplinary themes and concepts when studying the world
- It is an extended, cohesive program (2-plus years), rather than the common method of offering a series of workshops or short seminars.
- It is a hybrid program, combining distance learning with on-site instruction.
- Our distance learning component allows for internationalization of the graduate cohorts
- We use a cohort model, thereby maximizing the depth of understanding of key concepts and themes in world history by keeping a diverse group of teachers together to investigate these themes throughout world history

- Partnering with schools and districts to assist students in designing MA projects, learning outcomes, and assessments

The most notable local competition comes from Wilmington University. Wilmington University does not offer a comparable program that provides both content and pedagogy in Social Studies. Nor are their programs selective or rigorous, an important point for those teachers eventually hoping to pursue a Ph.D or Ed.D. in their chosen content area. Their programs are not nationally ranked, while our undergrad and graduate programs are nationally ranked in their respective fields. Therefore, the low tuition rates we will offer for Delaware teachers, our national reputation, the quality and rigor of our program, our international component, and the distance learning opportunities positions our MA program very favorably versus Wilmington U.

The College of Arts and Sciences is demonstrating their commitment to high quality teaching and teachers by offering tuition rates (\$1612 for all courses taken in one summer session, and a 50% reduction for fall and spring courses) significantly lower than Wilmington University.

It is important to point out that our biggest advantage is the University of Delaware’s outstanding national and regional reputation as a “go-to” university for graduate programs This fact, when combined with the national recognition afforded the Social Studies Education program (as well as a devoted alumni current teaching within and outside of the United States) will make the **Master of Arts in Social Studies in World History** a very desirable degree to pursue.

2. *Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of deliver, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.*

Does not apply

G. Describe other strengths

1. *Describe any special features which convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)*

We offer a rigorous graduate degree in a Social Studies discipline (History), rather than in pedagogy only.

Our program stresses the merging of high-quality discipline content and effective and innovative pedagogy

Courses are taught as voluntary teaching overload by noted tenured and tenure-track professors who collaborate on course design and program concepts.

Our program stresses interdisciplinary themes and concepts when studying the world. It is an extended, cohesive program (2-plus years), rather than the common method of offering a series of workshops or short seminars.

It is a hybrid program, combining distance learning with on-site instruction.

Our distance learning component allows for internationalization of the graduate cohorts

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Partnering with schools and districts to assist students in designing MA projects, learning outcomes, and assessments

2. *Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.*

We have received a collaborative grant in partnership with UD's Information Technologies center: ***Applying Instructional Technologies and New Strategies for Graduate-level Distance-learning Seminars***. This grant assists professors and graduate students to both create and participate in real-time distance learning graduate seminars. We are also consulting with UD's English Language Institute (ELI) to co-promote our programs, as well as design summer cultural activities in the region.

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

This MA program will require students to complete 30 graduate-level credit hours over the course of three summers and two fall and spring semesters. Students will be admitted yearly on a cohort basis, and will take the same classes with their cohort over the course of two years. We estimate that each cohort will consist of 10 students.

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For a curriculum map of courses through summer 2018, see appendix

Small student cohorts of a maximum of ten per year allows for high quality and focused instruction. Recruiting from three distinct regions allows us to maintain a consistent and diverse yearly cohort of students. I have consulted with teachers and administrators both within and beyond Delaware (**see letters of support**) in order to gauge interest in this program, as well as to set enrollment projections. We are very confident that we will be able to meet cohort projections by drawing upon the above three regions.

B. Admission Requirements

1. Describe the criteria for selecting among applicants.

Teachers applying to this program will be evaluated by a program committee composed of faculty teaching in the program. One or more school administrator representatives may be consulted during the application review. Applicants should have an overall undergraduate Grade Point Average of 3.0 (or equivalent) and an undergraduate average of 3.0 (or equivalent) in their social studies courses.

Applicants will submit following:

1. Letter of application.
2. An official transcript or suitable document that provides coursework, grade point average information, universities attended and degrees conferred.
3. A resume and a personal statement or essay outlining their goals and objectives for pursuing a degree in this program.
4. A writing sample demonstrating preparedness to do rigorous graduate work, and/or a written response to a writing prompt determined by the program.
5. Three letters of recommendation, of which one must be from their school administrator or former program advisor. The recommendations should address the applicant's potential for success in this specific program.
6. If an international student, demonstration of language proficiency (TOEFL)
International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their first language. Applicants may submit scores

from either the TOEFL or IELTS. TOEFL or IELTS scores more than two years old cannot be validated or considered official.

An officially reported minimum TOEFL score of 100 (internet-based test -iBT) or 250 (computer-based test). IELTS scores may also be used and the minimum acceptable score is 7.0.

Candidates will also be interviewed by one of more members of the program faculty committee before a final decision is made on the applicant's portfolio. Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated academic requirements are not guaranteed admission nor are those who fail to meet those requirements necessarily precluded from admission, if they offer other appropriate strengths. Master of Arts with a major in Social Studies in World History program admits students into a cohort that begins their course of study during second summer session.

University Policy on Admission

A completed Admission Application must be submitted no later than January 15 for this program. See the webpage of the Office of Graduate and Professional Education at www.udel.edu/gradoffice/apply). A nonrefundable application fee must be submitted with the application.

Transcripts from all previous graduate and undergraduate institutions must be submitted. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957, give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226, www.udel.edu/shs.

C. Student Expenses and Financial Aid

Students may need to purchase a set of headphones for the courses offered in distance learning format. Besides the substantial tuition breaks, Delaware teachers have access to school district financial aid. Out of state and international students may also have access to school district, state, and in the case of international students, possible government support as well.

IV. CURRICULUM SPECIFICS

A. *Institutional Factors*

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

Students will earn a Master of Arts. The program will be administered by the history department. All courses are registered as history courses, although not all will be taught by history faculty. For instance, professors Alan Fox in philosophy and Mark Miller in Political Science are among those offering courses.

B. *Describe the curriculum*

1. *Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.*

Students complete 30 graduate-level credit hours over the course of three summers and two fall and spring semesters. Students are admitted yearly on a cohort basis, and take the same classes with their cohort over the course of two years. The Masters of Arts degree is granted when the following requirements have been met: (1) Two foundations courses—HIST710, HIST715; (2) seven topics courses from among HIST 720, 725, 730, 735, 740, 745, 750; (3) a total of three credits in HIST755 (project research); (4) successful completion and approval of capstone project.

. *See attachment for cohort course planning chart from 2013 through 2017 for four cohorts.

		Year 1	Year 2
Fall		• Topics Content course #1	• Topics Content course #5
Spring		• Topics Content course #2	• Topics Content course #6
Summer	<ul style="list-style-type: none"> • HIST710 • HIST 715 	<ul style="list-style-type: none"> • Topics Content course #3 • Topics Content course #4 • 1-credit Project prospectus (HIST755) 	<ul style="list-style-type: none"> • Topics Content course #7 • 2-credit Project design and research (Hist755)

2. *Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.*

Entry For the Graduate Catalog

Master of Arts in Social Studies in World History

Telephone: (302) 831-8226
<http://www.udel.edu/socialstudiesed>

Faculty Listing: <http://www.udel.edu/History/faculty.html>

Program Overview

The Master of Arts in Social Studies in World History is a two-year program for certified teachers. It provides an intensive, integrated and interdisciplinary study of world history. Teachers pursuing this degree will increase their knowledge of all facets of world history through an interdisciplinary approach that will stress application to current issues and challenges in the global community.

The majority of coursework and final project will be completed over three summer sessions. Fall and Spring courses will be offered as real-time distance learning seminars, enabling teacher candidates residing outside of the immediate area to pursue this degree. We will also admit a limited number of international teachers into this program—making for a truly “global” perspective on World History.

Requirements For Admission

Applicants should have an overall undergraduate Grade Point Average of 3.0 (or equivalent) and an undergraduate average of 3.0 (or equivalent) in their social studies courses.

Applicants will submit following:

1. Letter of application.
2. An official transcript or suitable document that provides coursework, grade point average information, universities attended and degrees conferred.
3. A resume and a personal statement or essay outlining their goals and objectives for pursuing a degree in this program.
4. A writing sample demonstrating preparedness to do rigorous graduate work, and/or a written response to a writing prompt determined by the program.
5. Three letters of recommendation, of which one must be from their school administrator or former program advisor. The recommendations should address the applicant’s potential for success in this specific program.
6. If an international student, demonstration of language proficiency (TOEFL)
International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their first language. Applicants may submit scores from either the TOEFL or IELTS. TOEFL or IELTS scores more than two years old cannot be validated or considered official.
An officially reported minimum TOEFL score of 100 (internet-based test -iBT) or 250 (computer-based test). IELTS scores may also be used and the minimum acceptable score is 7.0.

Candidates will also be interviewed by one of more members of the program faculty committee before a final decision is made on the applicant's portfolio. Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated academic requirements are not guaranteed admission nor are those who fail to meet those requirements necessarily precluded from admission, if they offer other appropriate strengths. Master of Arts in Social Studies in World History program admits students into a cohort that begins their course of study during second summer session.

Financial Aid

Delaware teachers or teachers residing in Delaware are eligible for substantial tuition reductions. For more information, see www.udel.edu/socialstudiedesd. Other financial aid may be available through the applicant's home school, district, state and/or national agencies.

Requirements For The Degree

Students complete 30 graduate-level credit hours over the course of three summers and two fall and spring semesters. Students are admitted yearly on a cohort basis, and take the same classes with their cohort over the course of two-plus years. The Masters of Arts degree is granted when the following requirements have been met: (1) Two foundations courses—HIST710, HIST715; (2) seven topics courses from among HIST 720, 725, 730, 735, 740, 745, 750; (3) a total of three credits in HIST755(project research); (4) successful approval and completion of capstone project.

3. *Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.*

Does not apply to graduate program

V. RESOURCES AVAILABLE

A. Learning Resources

See appendix for letters of support from Morris Library and Information Technology

B. Faculty / Administrative Resources

**Master of Arts with a major in Social Studies in World History
Faculty**

Daniel Callahan specializes in the history of Medieval Europe in the tenth and eleventh centuries. He received his B.A. from St. John's Seminary in Brighton, Mass. in 1962, his M.A. from Boston College in 1965 and his Ph.D. from the University of Wisconsin, Madison in 1968. His publications include a number of articles on the writings of Ademar of Chabannes, on the Peace of God movement and on the development of heresy and anti-Judaism in the tenth and eleventh centuries.

Lawrence G. Duggan specializes in the later Middle Ages, Renaissance, and Reformation, with an emphasis on church and German history. He received his A.B. from Holy Cross in 1965 and his Ph.D. from Harvard in 1971 and has been at the University since 1970. He is the author of *Bishop and Chapter: The Governance of the Bishopric of Speyer to 1552* (Rutgers, 1978), *Armsbearing and the Clergy in the History and Canon Law of Western Christianity* (Boydell and Brewer, forthcoming), and *Sense and Nonsense in Machiavelli* (forthcoming), and various articles, including "Was Art Really the 'Book of the Illiterate'?" and "Fear and Confession on the Eve of the Reformation." Currently he is preparing the manuscripts of *Ecclesiastical "Moneylending" in Later Medieval Germany* and *The Renaissance? A Reassessment* (under contract with Rowan and Littlefield in their Critical Issues in History series).

Darryl Flaherty specializes in Japanese history and East Asian social and political history, from the nineteenth century to the present. With a B.A. from the History program at The Johns Hopkins University, he received his Ph.D. from Columbia University in October 2001. His current work focuses on voluntary associations, particularly associations of lawyers, in modern Japanese politics. Other research interests include questions of law and social change in Japan, U.S. military bases in East Asia, and how public spaces express ideology.

Alan Fox is a Professor of Asian and Comparative Philosophy and Religion in the Philosophy Department at the University of Delaware. He earned his Ph.D. in Religion from Temple University in 1988, and was a Fulbright Scholar in Taiwan in 1986-87. He came to the University in 1990. He received the University of Delaware's Excellence in Teaching Award in 1995 and 2006, and the College of Arts and Sciences' Outstanding Teacher Award in 1999. In 2006 he was named Delaware Professor of the Year by the Carnegie Foundation for Advancement of Teaching and the Council for the Advancement and Support of Education. In 2008 he was named a finalist for the National Inspiring Integrity Award. He is a former director of the University Honors Program, and is presently serving as Director of the Master of Arts in Liberal Studies Program, as well as

advisor to the undergraduate Religious Studies Minor.. He has published on Buddhism and Chinese Philosophy. His research is currently focused on Philosophical Daoism.

Barry Alan Joyce is the Coordinator of the History/Social Studies Secondary Education program at the University of Delaware. He received his Ph.D. in American History from the University of California, Riverside, in 1995. He came to the University of Delaware in 2000. A former National Park Service Ranger, he wrote *A Harbor Worth Defending* for the Park Service in 1996. His book, *The Shaping of American Ethnography; The Wilkes Exploration Expedition, 1838-1842*, was a part of the University of Nebraska's series on Critical Anthropology. He has recently finished a research project, entitled History, Myth, and the American Character; The Story of the First United States History Textbooks: 1820-1900, and is now working on a project that investigates historical representations and perceptions of shared sacred space in the American Southwest. He teaches courses on the American West and Native American History on campus and in the American Southwest, in addition to various social studies education courses.

Hannah Kim studies U.S. and Korean relations in the early to mid-twentieth century. Her dissertation examined how a transnational community of people such as missionaries, mission board members, academics, journalists, expatriates, adoptive parents, and government officials helped shape American perceptions of Korea and Koreans. Hannah received her B.A. from Bryn Mawr College and her Ph.D. from the University of Delaware.

Adrián López-Denis studies the relationship between science and slavery in the Greater Caribbean and teaches courses on the history of Latin America and the Iberian Atlantic world. In 2007 he completed aPhD at UCLA with a dissertation on the history of medicine in colonial Cuba. Before coming to Delaware he was a Mellon Postdoctoral Fellow in International Humanities at Brown University, where he expanded his original project into a systematic examination of the role of soldiers, sailors and slaves in the making of modern medicine during the Age of Revolution. At the University of Havana he completed two consecutive BA degrees (Library Science, 1997 and Biology, 1993) and an MA (Latin American Studies, 2000). He has also received an MA (Economics, 1998) from Carleton University. His articles on medicine and slavery in the Atlantic world have appeared in several journals.

W.O. Maloba research covers African nationalism, revolutionary movements, women's history and Africana studies. He recieved his B.A. (Hons), from the University of Nairobi (1975), and Ph.D. from Stanford University (1988). He is the author of *Mau Mau and Kenya* (Indiana University Press, 1993/1998), and *African Women in Revolution* (Africa

World Press, 2007). His current projects include: writing a revised edition of *Mau Mau and Kenya*, and also working on a new book project on *Mau Mau in popular imagination*.

Cathy Matson teaches courses in the early modern Atlantic World, colonial America, Revolutionary America, and material life in early America. She is currently completing a study of Philadelphia's Revolutionary and early national economic culture and material networks with the Atlantic world down to 1815. A second long-term project compares the regional economies of New York City and Philadelphia from roughly 1720 to 1820. She received her Ph.D. from Columbia University in 1985. Publications include *A Union of Interests* (1990; repr. Ppb. 1997); *Merchants and Empire* (1998; Ppb. 2002; repr. 2007); *The American Experiment* (2001; 2nd ed., 2005; 3rd ed. 2008), and numerous articles on American economic culture and political economy. Dr. Matson is also the director of the Program in Early American Economy and Society at the Library Company in Philadelphia.

Mark J. Miller, PhD (University of Wisconsin-Madison, 1978) joined the Department in 1978. He specializes in Migration Studies, Comparative Politics, and European Politics. His research focuses on comparative immigration and refugee policies, global migration and migration and security. He teaches classes on international migration, Arab/Israeli politics, comparative political terrorism, European politics, and the politics of post-industrial states.

Jonathan S. Russ specializes in the histories of Delaware and modern American business. He received his A.B. from Colby College, and his M.A. and Ph.D. from the University of Delaware. His recent publications include *Young, Conaway, Stargatt & Taylor* (1999), *and Global Motivations: Honda, Toyota, and the Drive Toward American Manufacturing* (2008), in addition to articles on the histories of Delaware and U.S. business. He regularly teaches courses in United States history, the history of Delaware, and the history of business at both the undergraduate and graduate levels.

C. *External Funding*

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

None yet, but we plan to seek grants to support our goals of maintaining diverse teacher cohorts

VI. RESOURCES REQUIRED

A. *Learning Resources*

Identify needed additional learning resources. Indicate which of these are essential for

basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

A key component in creating a premier program will be the quality of the distance-learning technology that the University supports. We are partnering with Information Technologies to ensure that our program will be able to maintain the quality, dependability, and utility of the distance learning technology, as well as the necessary training.

B. Personnel Resources

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

No new positions needed. The history department has committed administrative/staff hours for this program.

C. Budgetary Needs

Attach an accounting of budgetary needs.

[See Attached]. All faculty teaching in this program will be paid by S-contract voluntary overload. Courses will not be factored into faculty teaching load. The program will operate with a budget generated by student tuition.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Describe how the curriculum will be implemented.

Students begin the program in the summer of year one (second summer session) on the UD campus. They will take two foundations courses that lay the groundwork for their subsequent course of study:

1. HIST710: *World History/Global Studies Curriculum*
2. HIST715: *Conceptualizing World History in the Social Studies*

These courses will complement each other and are designed to provide a foundation for a more meaningful conceptualization and articulation of the understanding and teaching of World History and related disciplines

HIST710

World History/Global Studies Curriculum (HIST710) will enable secondary social studies teachers to analyze, design, and implement meaningful and effective curriculum in World History and Global Studies, as well as other related courses in the Social Studies. They will learn how to construct effective teaching research models that will not only enhance their personal teaching effectiveness, but contribute to the overall curriculum quality in world and global-related subjects.

This course enables teachers to articulate authentic goals for the social studies curriculum for World History and Global Studies courses. Taken in conjunction with HIST715 (*Conceptualizing World History in the Social Studies*), HIST710 requires teachers to incorporate cutting edge content and concepts from HIST715 with pedagogical research and analysis of best teaching practices from around the world. The seminar will proceed through four key components of World History and Global Studies curriculum design. (1) research and curriculum theory (2) comparative analysis of regional, national, and international approaches to World History and Global Studies curriculum (3) best methods and strategies for teaching diverse populations in a global context. (4) alignment of content, objectives, essential questions, with authentic assessments.

HIST715 *Conceptualizing World History in the Social Studies* (HIST715) will introduce students to the interdisciplinary themes and frameworks necessary to first conceptualize and then organize courses in World/Global History and related courses in the Social Studies. The course will investigate models for interpreting World History, investigating themes such as urbanization, human and biological migrations, technology, empires, major religious & philosophical world views, the arts, world trade, diplomacy, the rise of international organizations, and the effects of war. The impact of hegemonic economic, cultural, and ideological developments on regionalism will be examined. Cross-cultural syncretism and interdisciplinary perspectives on key issues and concepts will be emphasized. Students will join in the ongoing debate between teaching World History from a “national” versus a “global” perspective.

This course will encourage students to cultivate an understanding of the individual, local, regional, and national connections to historical processes existing on the global scale. The above themes and objectives will enable students to formulate broad conceptual questions that will guide curriculum and instruction in courses such as World History and Global Studies-related courses in the Social Studies. It will provide a conceptual guide to generating meaningful learning while teaching some of the most challenging courses existing at any level in today’s school curriculum.

Topics Content courses

Participating UD professors in History and other disciplines in the Social Sciences and Humanities are collaborating to design a thematic, connected, and integrated program of study that will enable graduate candidates to make connections throughout regions, disciplines and time periods studied. Participating professors will design their courses so that shared themes and concepts are incorporated into each course.

Course list: All are three credit courses, except for HIST755

HIST710: World History Curriculum
HIST:715: Conceptualizing World History
HIST720: Topics in the Ancient world
HIST725: Topics in the Medieval world
HIST730: Topics in the Early Modern world

HIST735: Topics in the Modern world
HIST740: Topics in Global Processes
HIST745: Topics in World Arts and Humanities
HIST750: Topics in Regional World culture and society
HIST755: Project Research (1-3 credits)

B. Assessment Plan

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

Assessment of Student Progress

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index.

Year one review and project prospectus approval

All students in the program are required to successfully pass a first year review and assessment of progress

The faculty program committee will complete this review of their student's academic progress. The review will include an assessment of the student's performance in classes as well as their capstone project prospectus that is submitted at the end of second summer session. The capstone project prospectus must be approved by the committee in order to pass the first year review.

The student and the student's advisors will be informed in writing about the results of the review. The student's primary advisor is responsible for ensuring that the program area review is discussed with the student. The program director is responsible for monitoring completion of the first year review process and ensuring that each student's results are on file in the history department office.

Extensions

If a student cannot complete a required course within their cohort framework, an extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's advisor and the director of the program. The Director will forward the request to the Office of Graduate and Professional

Education. This Office will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time. Because of the variable nature of our topics course offerings, students would have the opportunity to take an additional topics course in the final summer session that would replace a single course that they had previously missed. All content coursework must be completed or in progress before students are allowed to register for the final two credits of HIST755 (project research and writing).

Program Assessment

Target enrollments

We will admit a new cohort of students each year into the program each summer. Each cohort will consist of 10 students.

Our enrollment target for 2013-14 (summer through spring) is 10 students.

We will add a second cohort in summer 2014, increasing total enrollment to 20 students

We hope to reach our maximum enrollment by summer 2015. Enrollment numbers from this point onward are the following:

Summer sessions: 30 students (three cohorts, with one cohort completing the program, and one beginning the program)

Fall semesters: 20 students (two cohorts)

Spring semesters: 20 students (two cohorts)

For a curriculum map of courses through summer 2018, see appendix

Capstone Project

UD faculty and administrators will serve as co-advisors for teachers participating in the program. This committee will consist of a primary and secondary advisor, plus an administrative consultant (from their home school or district) who approves the project prospectus submitted during the second summer session.

They will work with individual participants to design and gain approval for a capstone project designed to exhibit the MA candidate's knowledge gained from the program, and, equally important, which will contribute to quality instruction in schools. (see letters of support from school administrators)

This project will be the cornerstone of our program's evaluation and assessment. Students will be provided the guidelines in their HIST710 Curriculum foundations course for constructing a

capstone project. In addition, they will be required to design an assessment piece that will measure the project's impact on THEIR student's learning when implemented in their schools following completion of our MA program. We will pursue a collaborative arrangement with faculty and/or graduate students in UD's School of Education to assess this collective data, thereby creating an innovative and interdisciplinary research partnership. We will also follow up with alumni surveys, as well as collecting data from district and school administrators regarding program impact.

Some typical examples of possible MA final projects that would relate to World History and Global Studies include:

1. Curriculum revision
2. AP Course revisions
3. Case studies
4. PBL projects
5. Virtual digital museum projects
6. National History Day
7. Service learning projects
8. Interdisciplinary units
9. Field trip partnerships
10. Travel programs
11. Internship programs
12. International school and class partnerships projects
13. Common core collaborative writing projects

Basic Project Criteria

The project design template will be introduced in the HIST710 *World History Curriculum Foundations* course. This project design assignment is an important component of this initial course. It will enable secondary social studies teachers to analyze, design, and implement meaningful and effective curriculum in World History and Global Studies, as well as other related courses in the Social Studies. They will learn how to construct effective teaching research models that will not only enhance their personal teaching effectiveness, but contribute to the overall curriculum quality in world and global-related subjects. Designing and implementing this capstone project enables teachers to articulate authentic goals within a social studies curriculum wherever they teach it.

As part of the final MA capstone project, students will be required to write a *process paper* that identifies key concepts, themes, strategies, collaborations and content that are incorporated into the final product. They must also submit their plan for collecting data and assessing student outcomes and learning stemming from the implementation of this project in their school or district. Their school and district administrators contribute to this process by (a) recommending

their teacher for this program (b) approving their teacher's project prospectus (c) facilitating the implementation of this project in their school and district.

VIII. APPENDICES

- A. Letters of Collaborative Agreement
- B. Letters of Approval from Contributing Departments
- C. Other Pertinent Documents
- D. Budget