PRE-APPROVAL FORM FOR PROFESSIONAL DEVELOPMENT

Instructions: Submit this form to your professional development coordinator or administrator prior to taking Humanities in Class webinars to ensure you are awarded credit, AND/OR submit this form with your webinar completion certificates for final verification.

Section I: Educator Information

Name: _____ School: _____

E-mail: _____

District**:** _____ Position**:** _____

Section II: Humanities in Class Webinars

Eligibility: All webinars are free and open to participants interested in humanities education, including K-12 teachers and post-secondary educators.

Registration is now open and is made through the [Humanities in Class Webinar Portal](#).

Type: All programs listed are live, interactive webinars featuring experts and scholars. Readings and viewings are made available one week in advance of the live event. Participants must attend a minimum of 70 minutes of the webinar to receive credit. Titles and dates are listed on the following pages. Detailed descriptions of these programs can be found [here](#).

Hours: We recommend 5 hours of professional development credit for each program attended. This includes 1.5 hours with a content expert and 3.5 hours of the study of primary sources and digital instructional tools.

Request for:

- Pre-approval of professional development programming, subject to actual completion
- Final approval of hours for professional development credit (must include certificate of attendance)

CREDIT TYPES

We recognize that each state has different and unique sets of professional standards that must be met for teacher professional development credit. To assist in this process, we have committed to addressing the following common areas of professional development in all our programs.

Subject Area Content – *Courses are designed to deepen participants' content knowledge on a subject through interaction with leading scholars.*

Technology – *All courses offer digital resources for instructional use and guidance on how to use those resources in the classroom to foster student engagement and improved understanding.*

Close Reading – *Each course focuses on the close reading of primary source documents and strategies for using those documents in the classroom.*

Instructional Strategies – *Scholar leaders explore how to adapt and modify provided resources for classroom differentiation.*

Professional Relationships – *Webinars facilitate dialogue within a community of teachers from across the country and encourage the sharing of ideas, resources, and experiences for professional growth.*

Resources – *All webinars feature primary sources, digital instructional tools and other resources for teachers to use in their classrooms and improve the effectiveness of their teaching.*

Humanities in Class Webinar Series 2023-2024

Note: This form is NOT evidence of completed coursework. Submit this form with your certificate of completion for proof of satisfied hours. Select all programs for which you registered.

☐ **The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together**
Heather McGhee (Author; Distinguished Lecturer of Urban Studies, CUNY School of Labor and Urban Studies)
Tuesday, September 12, 2023

☐ **Digital Humanities and Digital Pedagogy in the K-12 Classroom**
Kelly Hammond (OER Assistant, Office of Faculty Development and Instructional Technology, CUNY School of Professional Studies)
Thursday, September 14, 2023

☐ **Media History and Freedom of Speech**
Jennifer Petersen (Associate Professor, Annenberg School for Communication and Journalism, University of Southern California)
Tuesday, September 26, 2023

☐ **Who Burns for the Perfection of Paper?**
Elisa New (Powell M. Cabot Professor of American Literature, Department of English, Harvard University; Director, The Center for Public Humanities, Arizona State University)
Tuesday, October 3, 2023

☐ **Deliciousness and the Evolution of Flavor**
Robert R. Dunn (Senior Vice Provost for University Interdisciplinary Programs, North Carolina State University)
Thursday, October 12, 2023

☐ **Hip Hop and Youth Culture as Pedagogy**
Jason Rawls (School of Music/African & African American Studies, The Ohio State University)
Tuesday, October 17, 2023

☐ **Emotional Intelligence: The Path to Sustainability in Education**
Adam Saenz (Department of Psychiatry, Texas A&M University)
Thursday, October 19, 2023

☐ **Indigenous Center, European Other: Teaching Indigenous Histories of the Americas**
Hannah Abrahamson (Assistant Professor, Department of History, College of the Holy Cross)
Thursday, October 26, 2023

☐ **Civic Engagement 101: Connecting Your Classroom to the Community**
Jon T. Greenberg (Language Arts and Social Studies Teacher, Seattle Public Schools)
Tuesday, October 31, 2023

☐ **The Roots of the Black Working Class**
Blair Kelley (NHC Fellow, 2022–23; Director, Center for the Study of the American South; Joel R. Williamson Distinguished Professor of Southern Studies, Department of American Studies, University of North Carolina at Chapel Hill)
Tuesday, November 7, 2023

☐ **Beyond "Just Follow the Science": Concepts and Tools for Teaching Public Health Literacy in the Classroom**
Nancy Tomes (NHC Fellow, 1999–2000; 2022–23; Distinguished Professor, Department of History, Stony Brook University)
Tuesday, November 14, 2023

- [ ] **Native (Self) Representation: From Social Media to Reservation Dogs**
  Shannon Epplett (Instructional Assistant Professor, School of Theatre and Dance, Illinois State University)
  Tuesday, November 21, 2023

- [ ] **Let's Relieve Comedy of the Idea of Comic Relief**
  John Bruns (Professor, Film Studies Program and Department of English, College of Charleston)
  Tuesday, December 5, 2023

- [ ] **How Will Students Learn to Write Now That We Have ChatGPT?**
  Sarah Levine (Assistant Professor, Graduate School of Education, Stanford University)
  Thursday, December 14, 2023

- [ ] **Teaching Chaucer**
  Timothy Stinson (NHC Fellow, 2021–22; Associate Professor of English, North Carolina State University)
  Thursday, January 11, 2024

- [ ] **Focus On 'What is Up to You': The Stoics on How to Be Happier, Develop Your Character, and Live a Good Life**
  Michael Tremblay (International Scholar - Canada)
  Thursday, January 25, 2024

- [ ] **Myth-Busting Medieval Disability**
  Kisha G. Tracy (Associate Professor, English Studies, Fitchburg State University)
  Tuesday, January 30, 2024

- [ ] **Slave Voyages: Engaging the Digital in Education**
  Nafees M. Khan (Content Developer, Ralph Appelbaum Associates; Operational Committee, Slave Voyages Consortium)
  Thursday, February 1, 2024

- [ ] **In The Shadow of Civil Rights: The African American Experience in New York City in the 1980s**
  Hasan Kwame Jeffries (Associate Professor, Department of History, The Ohio State University)
  Tuesday, February 6, 2024

- [ ] **Exploring Women and Girls of African-Descent in Twentieth and Twenty-First Century Speculative Fiction**
  Karima Jeffrey-Legette (NHC Fellow, 2022–23; Associate Professor, Department of English and Foreign Languages, Hampton University)
  Thursday, February 15, 2024

- [ ] **F.B. Eyes on Langston Hughes and Martin Luther King, Jr.**
  W. Jason Miller (NHC Fellow, 2022–23; Professor of English, North Carolina State University)
  Tuesday, February 20, 2024

- [ ] **Why You Should Start Teaching Ursula Parrott's Ex-Wife (1929)**
  Marsha Gordon (NHC Fellow, 2019–20; Professor of English; Director, Film Studies Program, North Carolina State University)
  Tuesday, March 5, 2024

- [ ] **Dark with Excessive Bright: The Music and Advocacy of Missy Mazzoli**
  Missy Mazzoli (Composer in Residence, The Conservatory of Music, Bard College)
  Thursday, March 14, 2024

- [ ] **What The Fact?!: Finding The Truth In All The Noise**
  Seema Yasmin (Clinical Assistant Professor, Department of Medicine, Stanford University)
  Tuesday, April 9, 2024

- [ ] **The Enduring Impact of the American Dust Bowl: Adaptation to Environmental Catastrophe and Environmental Refugees**
  Richard Hornbeck (Booth School of Business, The University of Chicago)
  Tuesday, May 7, 2024

Section III: Humanities in Class Online Courses

Participants actively engage with course materials and colleagues, expand their own knowledge, skills, and dispositions, and develop customized educational resources. These courses are offered in three different formats: Six-Week Courses (35 CEU credits), Summer Week-Long Intensive Courses (25 CEU credits), and Mini Courses (15 CEU credits). The Six-Week Courses are asynchronous courses that require 5–7 hours of work per week and include access to a topic-specific instructor. The Summer Week-Long Intensive Courses are asynchronous courses that require 5–7 hours of work per day and include access to a topic-specific instructor. The Mini Courses are asynchronous courses that require 15 hours of work to complete. Detailed descriptions of these programs can be found online [here](#).

The following courses are available as Six-Week Course (35 CEU credits) and Summer Week-Long Intensive Courses (25 CEU credits):

2023-24 Course Dates:
Fall: September 18–November 7, 2023
Spring I: Jan 29–March 15, 2024

- **Islam and the Middle Ages (610-1258 CE)**
- **Journey to Equality: Examining the Promise, Reality, and Legacy of Reconstruction**
- **Medieval Africa and Africans**
- **Teaching Africa Across Disciplines**
- **The Where of Why: GIS in the Humanities Classroom**

The following course is available as a Mini Course:

- **Understanding the Literature, Art, and Religion of the Ming Dynasty**

    Open Registration from September 12, 2022–June 30, 2023

Contact Information:

Approved   Not Approved

Reason:

_____

_____   _____
Signature of Professional Development Coordinator or Administrator   Date