

NEW, REVISED, OR DELETED PROGRAM COVER SHEET**2006-2007****University Curriculum Committee****Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT/SCHOOL _____History/C.A.S._____DATE __08/28/06_____

CONTACT (S) __Ron Gifford_____

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A. Proposed Action: (more than one item may be checked if a revision).

_____ New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)

_____ New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)

_____ New Sequence

_____ Change in requirements for major

_____ Change in requirements for minor

_____ Change in requirements for sequence

_____ Other program revisions

_____ More than 50% of courses in this program are distance education.

_____ Program deletion

B. Summary of proposed action (see Part A), including title and exact Undergraduate Catalog copy for a new or altered program. (See Catalog and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current Catalog copy.

Deletion of the Social Sciences Education Program

(See Attached)

Routing and action summary:

1. _____
Department/School Curriculum Committee Chair Date Approved
2. _____
Department Chair/School Director Date Approved
3. _____
College Committee Chair Date Approved
4. _____
College Dean Date Approved
5. _____
Teacher Education Council Chair if appropriate Date Approved
(10 copies to the Dean of the College of Education)
6. _____
University Curriculum Committee Chair Date Approved
(8 copies to UCC Secretary, Moulton 108A)

Submit 8 copies of NEW Undergraduate proposals to University Curriculum Committee

Submit 8 copies of REVISED Undergraduate proposals to University Curriculum Committee

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate.

The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting. 3/05

Proposal to Delete Existing Program

Illinois State University

Department of History

Box 4420

Normal, IL 61790

August 29, 2006

Program for Deletion—Social Sciences Education (032 00)

Anticipated Date for Implementation: 2007-2008 Catalog

Rationale for Program Deletion:

There are reasons, both philosophical and functional, for deleting the Social Sciences Teacher Education Program, taking its best characteristic, breadth of coverage, and transplanting it to a new History-Social Sciences Teacher Education program. (See proposal for revision of History Major and creation of History-Social Sciences Teacher Education Program) For a discussion of the philosophical rationale for deleting the Social Sciences Education program and creating a History-Social Sciences Teacher Education Program, please see the attached proposal from Dr. Fred Drake. The functional rationale for the deletion of the Social Sciences Education Program follows. First, the Department of History at Illinois State University created and managed the Social Sciences Education major to serve a specific purpose, the education and training of student teachers who would receive multiple subject endorsements within the state teacher certification process. In the past, the state required 32 hours in the Social Sciences and at least 8 hours in a specific subject area for a student to receive an endorsement to teach that subject. This enabled small schools, particularly those with limited funding, to find and hire Social Sciences Education majors with multiple endorsements who could cover a variety of subjects for that school. In this functional regard, the Social Sciences Education major at I.S.U. was successful.

Second, in the summer of 2004, the state of Illinois abandoned hours-based endorsement for specific subjects and instead created a content examination for the Social Sciences Area for the purposes of certification. Any student who completes an approved education program (at least 32 hours in the Social Sciences) and passes the state Social Sciences-History Content Examination will receive endorsements to teach all of the Social Sciences at the introductory level and History at the AP/Honors level. Therefore, there is no longer any distinction between the History Ed. and Social Sciences Ed. majors when it comes to certification and endorsement.

Third, Social Sciences Education suffers because it has no default major. This has been problematic for students in the past few years who failed to achieve the 2.75 GPA requisite to complete the major. Often students would get to their senior year before they realized that they could not graduate. History Education majors at least have a History major as a default in case they decided to drop the education sequence or fail to achieve the requisite GPA to proceed even though they are students in good standing with the university. Last, the Social Sciences Education Program has been managed entirely by the department of History. While it is an interdisciplinary major, students are housed, advised, and monitored in the History department. To better utilize departmental resources and make sure that all Teacher Education majors have similar opportunities and experiences, we believe it that one education program that combines the depth of History with breadth of Social Sciences will better serve our majors.

Arrangement for Program Faculty and Students:

There is no need to make special arrangements for faculty because they already serve all Teacher Education majors in the History department. Students in catalogs prior to 2007-2008 will not be affected. The department will maintain the Social Sciences Education program until they graduate.

Anticipated impact on other campus programs:

At present there are 117 Social Sciences Education majors. Most of the classes they take for the major are at the 100 level and many of them are General Education classes. We anticipate little impact on other departments.

Anticipated budgetary effect: We anticipate no budgetary effect.

Part B: Other Requirements

Letters of Concurrence:

Letters of concurrence have been received from affected majors:

Sociology-Anthropology, Economics, Political Science, and Geography.

CURRENT CATALOG COPY TO BE DELETED

Social Sciences Education Program Degrees Offered: B.A., B.S. The Social Sciences Education Program is housed in the Department of History in cooperation with the Departments of Economics; Geography-Geology; Politics and Government; and Sociology-Anthropology. For further information contact the Department of History.

MAJOR IN SOCIAL SCIENCES EDUCATION

Admission Requirements: Admission to the Program in Social Sciences Education may be restricted by the lack of available Department resources in times of over-subscription. — 60 hours in Social Sciences.— At least one 3-hour course to be taken from each of the 7 Social Sciences designations of American History, Anthropology, Economics, Geography, Politics and Government, Sociology and World History.— 21 Social Sciences hours at the 200-level or above (as part of the 60 hours).— No more than 3 hours of Independent Study, or 6 hours of Professional Practice, to be counted toward major requirements.— At least three 3-hour courses in American

History (including HIS 135 and 136 and any 200-level American history course) and three 3-hour courses in World History (HIS 101, 102, and any 200-level non-Western history course).— Three 3-hour courses, one of which must be 200-level or above, must be taken from the prescribed choices in 2 additional Social Sciences designations.— At least one methods course: ECO 138, GEO 138, POL 138, or PSY 138.— Social Sciences Seminar capstone course: ECO 300.01; GEO 300.01; HIS 300.01; POL 300.01; or SOC/ANT 300.01.— HIS 290 and 390. — 24 hours in Professional Education (including student teaching).— The Teacher Certification Sequence is part of the entitlement program leading to secondary certification. — A 2.75 GPA in the major and overall is required for admission to Professional Studies and for admission to student teaching. — Prescribed

Choices in Endorsement Areas:— Anthropology: ANT 175, or 185; and any two upper-division courses.— Economics: Three of the following - ECO 103, 105, 202, 215, or 225. — Geography: GEO 135 or 140; 205; and 211.— Politics and Government: POL 101, 105 or 106; 140 or 254; and 221.— Sociology: SOC 106 or 108; and any two upper-division courses. NOTE: Appropriate General Education courses may be counted in both the Social Sciences Education major and the General Education program. Since Social Sciences Education is an interdisciplinary program, there is no limit to the number of courses that can count in both the major and in General Education. Students should consult the University-Wide Teacher Education Requirements section of this catalog for other Teacher Certification requirements.

Proposal: Merging the History Education and Social Sciences Education Programs

Presented to College Curriculum Committee

Frederick D. Drake

Department of History

Illinois State University

At Illinois State University, the History Education and Social Sciences

Education Programs are housed in the Department of History. The History Education Committee - Frederick Drake, Richard Hughes, Andrew Hartman, Ron Gifford, Monica Noraian, and Dan Stump - proposes a merging of the two programs into one program to be called History-Social Sciences Education Program. We offer several practical and substantive reasons for the merger. Currently, Social Sciences Education majors have no default major. The merger will alleviate this problem for students who in their senior year decide they no longer wish to be teachers. All History-Social Sciences Education students will have a fallback major in history.

The State of Illinois no longer recognizes the difference between history and social sciences certification. The merger meets the requirements of state standards, that is a general social sciences examination and exam in designated area, which will be history. NCATE requires coursework in all the social sciences. The merger meets the NCATE requirement. NCATE requires a report for each program and failure in one report affects the university. The merger reduces the NCATE report to one report with students in the History-Social Sciences Education program enrolled in similar core content courses. The merger provides a more efficient monitoring of the progress of our students.

The History Education Committee, having received the approval of the history department's curriculum committee, the Department Faculty Status Committee, and the tenured and tenure-line faculty, propose a merging of the two programs to achieve a principle philosophical objective: to prepare prospective teachers to be reflective practitioners both as exceptional teachers and sound scholars. The Program's focus on reflective practice began in 1996-97, after a consultant challenged the teacher education faculty at the University to identify the characteristics that distinguished the graduates of its programs. The result was the Conceptual Framework for Teacher Education at Illinois State University (1997; revised 2001). Meanwhile, the teacher education faculty in the Department of History offered to use their teacher education programs as the pilot project at the secondary level in Illinois for the state-wide implementation of the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development (1991). The INTASC standards subsequently provided the basic framework for Illinois' new teacher standards. During the pilot project the History-Social Sciences Education Program staff aligned the curricula with INTASC/NCATE and with the organizing principles of such professional associations as the National Council for History Education, the National Council for the Social Studies, as well as Illinois' New Teacher Standards. Since the last NCATE Reports (2002, 1998), several changes have been made in the History and Social Sciences Education programs that reflect the above alignments and anticipate the next NCATE review. In addition to preparation for NCATE, this proposed merger is consonant with the testing procedures for initial certification that have emerged in the past few years. The state requires a general test in the social sciences as well as a test in a designated area. We encourage students to identify history as their designated specialty, enabling our graduates to teach all introductory courses in the social sciences as well as AP/Honors courses in history. The History-Social Sciences Education faculty believe all students in the History-Social Sciences Education Program should have a major in history and at least one, if not more, courses that comprise the social sciences (See Appendix A: History-Social Sciences Education Major). We believe the merging of history-social sciences will honor the following:

Meet the organizing principles of our professional associations - the National Council for History Education,

the National Council for the Social Studies, as well as Illinois' New Teacher Standards. Provide depth and

breadth in history-social sciences education. Meet state certification testing in the general social sciences and

designated content specialty, history. Engage all our students more thoughtfully in historical study and historical thinking (See Appendix B: Five Pillars of History-Social Sciences Education and Appendix C: Historical Thinking Benchmarks). Provide a default degree in history for all students who find, often too late,

that teaching is not the profession for them.

Overview of the Knowledge Base for the Teaching and Learning of History and the Social Sciences.

The following description of the Knowledge Base of the History-Social Sciences Education Program begins with The Conceptual Framework for Teacher Education Programs at Illinois State University (2003). Illinois State University's historic and enduring commitment is to educate teachers who can respond to the moral and intellectual demands a democratic society places upon them. The democratic ideal unites caring and knowing: the more voices elicited and the less fettered the mutual exchange among those voices becomes, the truer our

students' and their students' convictions and conclusions will be. This is, in a way, a democratic article of faith, and it is why our graduates aspire to teach in inclusive environments and reach those students who are marginalized and in danger of being excluded. History provides a systematic way of thinking to organize durable knowledge. Historical study provides opportunities for our students and their students to see themselves in a political and social context with obligations to others. Historical study is a necessary component of both liberal intelligence, which draws upon organized knowledge from history and other disciplines, and civic intelligence, which draws upon historical knowledge as a foundation for democratic deliberations.

The merger of the Conceptual Framework and the state's teaching standards has significantly affected the recent changes in our program's "Knowledge Base for the Teaching of History and the Social Sciences." From the time our prospective candidates first meet with departmental advisors, through admission to teacher education, through their enrollment in the special methods courses, and culminating with their professional development semester, our prospective teachers understand that successful reflective practice demands that a teacher develop content knowledge, instructional methodology, and a philosophy of education that reflects their disposition for the profession. The first part of the knowledge base is knowledge, that is, the teacher's knowledge and understanding, not only of the historical or social science content, but also of the leading theories about how people learn and how the curriculum can be organized to promote learning. The second part of the knowledge base is performance, that is, the teacher's ability to convey effectively his or her knowledge and understanding of discipline-based content to young learners. The third part of the knowledge base is disposition; that is, the teacher's willingness to grow as a student of their subject, as a professional educator,

and as a person. Collectively, the three component parts of the philosophy of education constitute the Knowledge Base for the Teaching and Learning of History and the Social Sciences within a democratic society. In the History-Social Sciences Education program content and pedagogical knowledge, classroom performance, and disposition for the profession are inextricably linked, and each part of the triad is continually reinforced by the process of Reflective Practice (See Appendix D: The Reflective Practitioner and the Teaching and

Learning of History). The core curriculum in the History-Social Sciences Education Program provides teachers with knowledge and understanding of history's "Six Vital Themes and Narratives" and its "Habits of Mind" as well as Geography's "Six Essential Elements for Geography Education" as defined respectively in publications by the Bradley Commission on History in the Schools and by its successor organization, the National Council for History Education (1986), and by the National Council for Geographic Education (1995). In addition, the program takes into account, in its methods courses and during student teaching, the notion of the integrative

power of the National Council for the Social Studies' Standards of Excellence. Embracing history as the core discipline in the social sciences, students begin with the historical narrative, and working in conjunction with geography and core ideas from civic education (Essential Elements of Education for Democracy in Schools: What Are They and Why Should They Be at the Core of the Curriculum in Schools?), they integrate the various social science and humanities disciplines in the study of the past and its effects on the present. To help

prospective teachers gain content knowledge, the History-Social Sciences Education Program will include thirty-six hours in history, at least sixteen hours in the social sciences, and six hours in two History-Social Sciences teaching methods courses. The History Education faculty believe students can complete this Plan of Study (See Appendix A: History-Social Sciences Education Major) within a four-year time frame. In the performance and disposition dimensions, students preparing to be history

and social science teachers are encouraged to begin formulating their philosophy of education when they enter the program, and thereafter to develop it further during their professional education courses, special methods courses, and their Professional Development Semester. When the prospective teacher embarks on student teaching, where they work with a mentor teacher from one of our fourteen Partnership Schools, as well as with their cooperating teacher and a university supervisor of student teaching, they are charged to consider how they will grow and develop, as students of their chosen subjects; as teachers of that subject; and as individuals. At the conclusion of student teaching, the students are asked to reflect, in writing, upon the characteristics that they believe distinguish them as prospective teachers and graduates of the History-Social

Sciences Education Program at Illinois State University. We have found that our prospective teachers are able to choose wisely the instructional strategies and the content that will enable them to achieve their purposes as Reflective Practitioners. They also are able to consider the reasons why they select their instructional goals and strategies as well as the effectiveness of those strategies in creating a more just and humane society. These processes are consistent with the long-standing tradition that democratic citizenship is defined by the critical use of reason by the teacher-scholar as well as his or her students. Our program, therefore, takes the position that Reflective Practice is appropriate because it is content-driven, informs pedagogy, and reinforces a positive disposition about the profession. We believe that reflective practice embedded within the major of history and surrounded by the disciplines that comprise the social sciences enhances the scholarship of teaching and learning. We believe the proposed merger amplifies the opportunities to be a reflective practitioner.

Finally, the History-Social Sciences Education program approach to knowledge, pedagogy, and disposition will continue to be affected by our own and by our colleagues' respective experiences, by our research, and by issues of the day. All members of the program staff have had careers in the classroom before entering the university ranks. Our most recent research interests at Illinois State University include such topics as teaching with primary source documents, teaching historical thinking, designing of the introductory course in American

history, integrating performance assessment and instruction, and the history of social studies education.

Recent issues that have involved program staff in leadership roles have included the development of state standards for student and pre-service teacher assessment, and designing meaningful professional development for experienced teachers. The History-Social Sciences Education Program has been a partner with Lincoln-Way East High School in one of the United States Department of Education grants, "The Professional Development

School Network for Learning and Teaching American History," which was devoted to professional development. Along with Lincoln-Way East High School, we worked with our other Partnership School teachers as well as graduates of our program who found teaching positions in other schools throughout the state of Illinois. In addition the Program piloted one of three sites devoted to the National History Project, which aimed to reconceptualize the introductory course in American history, grades 6-16. Furthermore, one

of our faculty has worked nationwide with schools and school districts that were awarded Teaching American History Grants. To help our Program students navigate these local, state, and national issues, and at the same time help them develop their own philosophy of education, our students are encouraged to read history, social science, and social studies journals and join the leading professional associations, including the National Council for History Education, Illinois Council for the Social Studies, the National Council for the Social Studies, and the Illinois Geographic Alliance. Graduates of our program who have found teaching positions are an integral part of both the funded programs noted above. Goals and Objectives of the History-Social Sciences Program. The Framework for the Knowledge Base provides a broad perspective of the Program's intentions. We

now consider the more specific Goals and Objectives of the History-Social Sciences Education Program, and proceed from there to the design of curricula. Graduates of the History-Social Sciences Education Program will be able to: teach a variety of history and social sciences courses; be positioned to become actively involved in curriculum planning, in the development of curriculum materials, and in the development of assessment materials; be effective motivators of students as well as effective managers of their classrooms. Specifically, successful graduates of the History-Social Sciences Education program will:

- Have the knowledge to teach more than one type of history course (e.g., U.S. History, World History, Non-Western History);
- Have the knowledge to teach all social science courses in addition to History;
- Have the knowledge to teach general social studies courses where a background in both History and the Social Sciences is necessary;
- Have the knowledge to engage their students in historical thinking;
- Be able to develop appropriate instructional objectives, learning activities, and evaluation and assessment instruments;
- Be able to utilize a number of teaching strategies as a means of helping a wide range of students meet or exceed appropriate history and social sciences standards;
- Be able to apply an inquiry approach within the existing curricular framework of the school;
- Be able to locate and evaluate history-social science teaching materials, or to develop materials as appropriate;
- Be aware of new ideas, methods, and developments in the field of history-social sciences education;
- Be aware of the legal and professional responsibilities of the secondary school teacher;
- Be able to manage effectively common motivational and disciplinary problems in the classroom.

The Department of History tenured and tenure-line faculty voted unanimously to support this proposal on 22 August 2006. We ask the College Curriculum Committee to approve the merger of History Education and Social Sciences Education into History-Social Sciences Education.

Appendix A History/Social Sciences Education Major (58hrs.)

History: Course Requirements (36hrs.)

Required Courses (18hrs.): semester/grade

HIS 101 3hrs. West. Civ. To 1500 _____/_____

HIS 102 3hrs. Modern West. Civ. _____/_____

HIS 135 3hrs. US Hist. To 1865 _____/_____

HIS 136 3hrs. US Hist. Since 1865 _____/_____

HIS 200 3hrs. Doing History _____/_____

HIS 300 3hrs. Senior Seminar in History (semester prior to student teaching) _____/_____

Electives (18 hours—15 upper level courses of which 6 hrs. must be 300 level;
3 hrs. must be US; 6hrs. must be non-western; If you take H104 you can count
it as your Outer Core Humanities requirement; choose only one of the 100 level
electives)

US/Non-West

HIS 300+ _____/_____

HIS 300+ _____/_____

HIS 200+/300+ _____/_____

HIS 200+/300+ _____/_____

HIS 200+/300+ _____/_____

HIS 104/111/112/131 _____/_____

Social Sciences Interdisciplinary Area (16hrs.)

Geo 135/140 **Meets OC-SS Requirement _____/_____

Pol 101/105/106 **Meets MC-IS Requirement _____/_____

Econ 105 _____/_____

Soc 106/108 _____/_____

Ant 175/185 _____/_____

History/Social Science Education Methods (6hrs.--May not be used for History Electives)

HIS 290 3hrs. History/Social Sciences Teaching Methods I _____/_____

(last semester prior to Prof. Development semester.

Prerequisites: C&I 212 (215), 214, 216 with at least a "C," concurrent registration or consent of instructor;
2.75 g.p.a. overall and in major; admitted to Prof. Studies; and, have taken the Social Sciences/History
Content Exam)

HIS 390 3hrs. History/Social Sciences Teaching Methods II _____/_____

(take during Professional Development semester with Student Teaching.

Prerequisites: "C" or better in HIS 290 and C&I 216 required; 2.75 g.p.a.
over all and in major; Passed the Social Sciences/History

Content Exam; Admitted to Student Teaching with CECP Office)

Appendix B

Five Pillars of History-Social Science Education

Individual in Intellectual Integrity Historical Cognition Knowledge of History

Equal Value of

Space & Time & & All Learners

Pedagogical Content Problem-Solving Social Sciences Knowledge

At the core of the history-social science education program is historical cognition. Historical thinking serves as a pillar for problem-solving as citizens. The pre-service candidate seeks inquiry as a viable means to understanding who we are in space and time. The pre-service teacher possesses intellectual integrity and utilizes best teaching practices in helping students understand content and the ways historians think. Each pre-service teacher must have knowledge of history and the social sciences so that knowledge can be furthered and created. Each pre-service teacher believes that all students can learn. The history and social science education program draws from the American Historical Association's "Benchmarks for Professional Development in Teaching of

History as a Discipline," developed in cooperation with the Organization of American Historians, the National Council for the Social Studies, the U.S. Department of Education, and the National Coalition for

History. The set of benchmarks speak forcefully to the teaching of history and an eleven member working group developed a set of benchmarks pertaining to the teaching of history (“Benchmarks for Professional Development in Teaching of History as a Discipline” in its May 2003 issue of Perspectives). This document set out benchmarks for guiding and shaping collaborative programs aimed at professional development of teachers of history.

Appendix C Historical Thinking Benchmarks The “Benchmarks for Professional Development in Teaching of History as a Discipline” identified ten benchmarks pertaining specifically to historical thinking. These benchmarks serve as a helpful reminder of the purposes of Illinois State's history and social science education program and the key contributions of Mentors in Partnership Schools:

- Analysis of primary and secondary sources
- An understanding of historical debate and controversy
- Appreciation of recent historiography through an examination of how historians develop differing interpretations
- Analysis of how historians use evidence
- An understanding of bias and points of view
- Formulation of questions through inquiry and determining their importance
- Determination of the significance of different kinds of historical change
- Sophisticated examination of how causation relates to continuity and change
- Understanding of the interrelationship among themes, regions, and periodization
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

The benchmarks' eleven member working group emphasized that content, pedagogy, and historical thinking should be interwoven in the professional development of history educators. At the heart of the Partnership Schools work with Illinois State is a belief in the integration of content, pedagogy, and historical thinking. These benchmarks, moreover, serve as a reminder of the special modes of inquiry and guiding concepts that history offers its students/teachers/scholars as we engage in a joint exploration of the past. These benchmarks serve as a reference point for pre-service teachers, Mentors in Partnership Schools, Cooperating Teachers, and University Supervisors throughout the Professional Development Semester.

Appendix D

NOTE: The summary, explanation, and catalog copy from the proposal to revise the Major in History, B.A., B.S. and the Teacher Certification Sequence are being included for informational purposes and as support for the rationale supplied for the deletion of the Social Sciences Education Program. (See Below.)

Part A: Program Description and Explanation for Revised Program

Illinois State University

Department of History

Box 4420

Normal, IL 61790

August 28, 2006

Proposal for revised program: History-Social Sciences Teacher Education.

(Catalog Copy Attached)

Summary of Suggested Changes to History Major in Catalog:

(Attendant to the Deletion of the Social Sciences Education Major)

1. All History majors will take 21 hours at the upper-division level instead of 24 hours.
2. In place of one senior elective, all majors take one of the following: H104, 111, 112, 131.
3. Students will still be required to take 6 hours of non-Western history, but only 3 hours will need to be at the senior level.
4. We have renamed the Teacher Certification Sequence the History-Social Sciences Teacher Certification Sequence. (See attached proposal from Dr. Fred Drake)
5. In the Teacher Certification Sequence, students will be required to complete the History major, but will also have to complete H290, H390 and 16 hour interdisciplinary area consisting of the following courses: ECO 105, POS 101 or 105 or 106, GEO 135 or 140, SOC 106 or 108, ANT 175 or 185. As a result, students will take 16 hours versus 10 in the interdisciplinary area, adding the Sociology and the Anthropology.
6. The total hours for the History-Social Sciences majors will be 58, as opposed to the 52 in the 06-07 catalog.
7. In the section title "Minor in History for Teacher Education" we have made the changes requested by the Registrar and the Dean by including language to demonstrate that certification cannot be attained by the Minor for History Education alone.
8. In the courses by Group, we have added the appropriate courses to bring the catalog in line with major requirements. This means adding H104 in all its manifestations to Group 3, Non-Western History and H111, 112 and 131 to Group 2, United States History.

Date of Implementation: 2007-2008 Catalog

Description of Proposed Program:

The History major will change little, replacing one senior-level elective with an option to take one of the following: H104, 111, 112 or 131. The more important change would be the deletion of Social Sciences Education and the creation of a History-Social Sciences Teacher Education Sequence in the History Major. All History and History-Social Sciences Teacher Education majors will have the same core classes and major requirements. The Teacher Education majors will have an additional 22 hours. 16 of the 22 hours will be in an interdisciplinary area, which ensures that each Teacher Education major will have at least one class in every social sciences, as opposed to the three they have now in History Education. The remaining 6 hours will be in the teaching methods courses, H290 and H390. Reasons for Proposed Changes: The reasons for the proposed changes to the History major and the History Education sequence are both philosophical and functional. For a philosophical explanation, see the proposal attached from Dr. Fred Drake, Director of History

Teacher Education. The functional reasons are as follows:

1. Attendant to the deletion of the Social Sciences Education major, all Teacher-Education majors in the History department will follow the same sequence, have the same preparation, and have the same default major in case they do not pursue the education sequence to its conclusion. At present Social Sciences Education majors have no default major.
2. As a result of the change, all students in the History department will meet national standards as outlined by NCATE and NCSS. This is particularly important as Illinois State University is in the process of collecting three years of data for the purpose of accreditation in the 2010 NCATE review for accreditation.
3. Illinois no longer certifies History as separate from the other Social Sciences. All students who complete either History Education or Social Sciences Education have to take the same exam, which covers all of the

social sciences. Passage of this Social Sciences content exam results in all our students, regardless which major they choose, to gain certification in all the social sciences. Because the test covers Economics, Geography, Political Science, Anthropology, Sociology, History and Psychology, the major change will ensure that all our majors have at least one course from each social science.

4. The major change will allow the History department to better utilize departmental resources and make sure that all of our majors have a similar experience.

Expected Impact on Existing Campus Programs:

There is little expected impact on existing programs. We are, at present, waiting on letters of concurrence from affected programs: Economics, Political Science, Sociology and Anthropology, Geography. The two classes that we are adding to the present History Education program are Anthropology 175/185 and Sociology 106/108. Anthropology 175 and 185 are both General Education courses. Sociology 106 and 108 are both I.A.I. courses.

Expected Curricular Changes:

No new courses will need to be added and no courses need be deleted.

Milner Library:

There was no need to contact Milner Library as resource requirements will not change.

Staffing Arrangements:

At present we do not foresee any impact on staffing as the History department has been serving as the coordinator for both the Social Sciences Ed. and History Ed. programs.

Anticipated Funding Needs:

At present we do not foresee any impact on funding.

Part B: Other Requirements

Letters of Concurrence

At present we are waiting for letters of concurrence from affected departments.

Program Hours

The program hours will not exceed 124 semester hours of course work. The History-Social Sciences Teacher Education Program will be 6 hours more than History Teacher Education but 2 hours less than Social Sciences Teacher Education as they presently exist in the 06-07 catalog.

Major for B.A., B.S.

The History major will remain at 36 hours.

Total Major Hours

History-Social Sciences Teacher Education=58 hours.

(42 hrs. in History; 16 hrs. in Interdisciplinary Area)

General Education

Students will be required to choose one of the following: H111, 112, 131 or 104. The first three are from the Middle Core U.S. Traditions, from which our majors are exempt. The faculty felt, however, that these should be available to students as alternatives. Most students will take H104 because they can use it for their Outer-Core Humanities requirement and a non-Western History elective in the major.

PROPOSED CATALOG COPY

History Programs

Degrees Offered: B.A., B.S.

MAJOR IN HISTORY

Admission to the History major, including the History-Social Sciences Teacher Certification Sequence, may be restricted by the lack of available Departmental resources.

The Department of History encourages students seeking bachelor's degrees to

develop both global and multidisciplinary approaches to the study of history and to apply these methods to their studies in other disciplines. To develop their skills of historical analysis and to learn to think critically about historical accounts, students complete HIS 200 and 300. To acquire both a well-rounded and a global understanding of historical processes, students are required to take 6 hours each in the 3 fields of European, non-Western, and United States History. The Department of History recognizes the value of language to the study of history from a global perspective. For this reason, the department recommends all students majoring in history complete a Bachelor of Arts program. Those students majoring in history but choosing to pursue a Bachelor of Sciences program must complete a minor program.

B.A. students are encouraged to improve their career opportunities by minoring in another discipline. B.A. students not opting for a minor must choose an area of concentration by taking a minimum of 9 hours in any field other than history or foreign language; at least 3 of these hours must be in 200- or 300-level courses. B.S. students are encouraged to continue their language studies beyond the 12 hours required by the Bachelor of Arts.

B.A. and B.S. students in either the History (non-teaching) or History-Social Sciences Teacher Certification Sequence must complete or be concurrently enrolled in HIS 200 before enrolling in any other 200-level History course and must complete HIS 200 before enrolling in any 300-level History course. HIS 300 is a capstone course to be taken in the student's last full semester on campus. For students in the History-Social Sciences Teacher Certification Sequence, this would be the semester just prior to student teaching.

Students must fulfill the following requirements.

Major in History, B.A.

-- 36 hours in History required.

-- Required courses: H101, 102, 135, 136, 200, 300; 6 hours non-Western listed in group 3 of "History Courses by Group for the Major." At least one of the non-Western electives must be at the senior level.

-- 21 hours at the upper-division level (includes HIS 200), including 9 hours at the 300-level (includes HIS 300.) HIS 200 is a prerequisite/co-requisite for all other 200-level and a prerequisite for all 300-level History courses.

-- Students must choose one of the following courses as an elective: HIS 104, 111, 112, or 131.

-- Students are encouraged to complete a minor; but, if a minor is not selected, they must complete a 9-hour concentration in any field other than history or foreign language, with at least 3 hours at the upper-division level.

Major in History, B.S.

-- Requirements same as for B.A., except that students must complete a minor.

History-Social Sciences Teacher Certification Sequence:

-- 42 hours in History required.

-- Required Courses: HIS 101, 102, 135, 136, 200, 290, 300, 390; 3 hours upper-division United States History (in addition to HIS 135 and 136) listed in group 2 and 6 hours of non-Western History listed in Group 3 of "History Courses by Group for the Major." At least one of the non-Western electives must be at the senior level.

-- 27 hours at the upper-division level (includes HIS 200, 300, 290, 390),

including 12 hours at the 300-level (includes H300 and 390). HIS 200 is a prerequisite for all 300-level History courses.

-- Students must complete a 16 hour inter-disciplinary area including ECO 105; POL 101 or 105 or 106; GEO 135 or 140; ANT 175 or 185; and SOC 106 or 108.

-- The Teacher Certification Sequence is part of the entitlement program leading to secondary History-Social Sciences certification.

-- A 2.75 GPA in the major and overall is required for admission to Professional Studies and Student Teaching. Deadlines for admission to Professional Studies and Student Teaching are available from the Center for Teacher Education.

History Courses by Group for the Major:

Group 1: Methods and Topics: HIS 268, 270, 274, 290, 292, 296, 301, 330, 383, 390, 394, 395, 398.

Group 2: United States History: HIS 111, 112, 131, 239, 240, 241, 243, 244, 245, 246, 247, 248, 249, 253, 254, 256, 257, 258, 259, 261, 262, 273, 278, 279, 309, 310, 311, 315, 320, 321, 322, 323, 324, 325, 327, 329.

Group 3: Non-Western History: HIS 104.01, 104.02, 104.03, 104.04, 263, 264, 265, 266, 269, 271, 272, 275, 276, 282, 283, 307, 351, 373, 375, 378.

Group 4: European History: HIS 219, 220, 221, 222, 223, 224, 225, 228, 229, 230, 231, 232, 233, 234, 235, 237, 308, 342, 345, 355, 356, 357, 366.

MINOR IN HISTORY

-- 21 hours in History required; at least 12 hours in 200- or 300-level courses.

-- Required courses: 6 hours each in Group 2: United States, Group 3:

Non-Western, and Group 4: European History (see listing under "History Courses by Group for the Minor.")

MINOR IN HISTORY

For Teacher Education:

-- The History Minor for Teacher Education does not lead directly to teacher certification. Students seeking certification in History and the Social Sciences must complete a recognized secondary education program and at least 32 hours in the Social Sciences (12 hours in History.) In addition, students will be required to pass a Social Sciences content examination as administered by the state of Illinois.

-- 21 hour in History required; at least 12 hours in 200- or 300-level courses.

-- Required courses: 9 hours in Group 2: United States, 6 hours in Group 3:

Non-Western, and 6 hours in Group 4: European History (see listing under "History Courses by Group for the Minor"); HIS 290 recommended in addition to required courses; requirements for Teacher Certification in another field must be met.

History Courses by Group for the Minor:

Group 1: Methods and Topics: HIS 100, 200, 268, 270, 274, 290, 292, 296, 300, 301, 330, 383, 390, 394, 395.

Group 2: United States History: HIS 111, 112, 131, 135, 136, 239, 240, 241, 243, 244, 245, 246, 247, 248, 249, 253, 254, 256, 257, 258, 259, 261, 262, 273, 278, 279, 309, 310, 311, 315, 320, 321, 322, 323, 324, 325, 327, 329.

Group 3: Non-Western History: HIS 104.01, 104.02, 104.03, 104.04, 263, 264, 265, 266, 269, 271, 272, 275, 276, 282, 283, 307, 351, 373, 375, 378.

Group 4: European History: HIS 101, 102, 107, 219, 220, 221, 222, 223, 224, 225,

228, 229, 230, 231, 232, 233, 234, 235, 237, 308, 342, 345, 355, 356, 357, 366.

CLINICAL EXPERIENCES IN TEACHER EDUCATION

Clinical Experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and in other approved non-school settings. All students will show verification of having completed pre-student teaching field experiences commensurate with attaining local, state and national standards. Students must provide their own transportation to Clinical Experience sites.

The approximate number of clinical hours and type of activity associated with each course offering can be found with the appropriate course description. The following legend relates to the type and kind of activity related to a specific course.

Clinical Experience Legend

1. Observation
2. Tutoring one-on-one contact
3. Non-instruction assisting
4. Instructional aiding a group
5. Micro teaching
6. Simulation lab exercises
7. Work with clinic client
8. Graduate practicum
9. Professional meeting
10. Other

[Note: History Courses Will Remain as Listed in the 06-07 Catalog]