

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number _____

or Degree Plan(s) HSST (Revision of Major)

State the requested change and reason. A memo may be attached if more space is necessary.

We propose to add HIST 353 (Historical Methods) under "Requirement for Teaching Field – Social Studies." Add HIST 408, 409, 410, 458, 486 as upper-level selections. We propose reducing the Elective hours to 0. See attached email of support from Dr. Kelly Elliott (History) and memo of support from Dr. Dana Pemberton (Teacher Educ.). [Also see attached TEC discussion of 11.8.10.] To summarize our justifications:

- * As students, HSST majors need training in Historical Methods in order to thrive in the upper-level History courses required in their major (Elliott);
- * As future secondary teachers, they "need to have the skills of inquiry and critical thinking that this course will provide" and "to think like historians" (Pemberton).
- * Both the Dept. of History and Teacher Ed believe that the broadly interdisciplinary training of this degree fulfills the spirit of the usual requirement of 6 elective hours. On p. 2 of this very form, previous councils have ruled: "The university minimum for elective hours is 6, unless the requirements of *external accrediting bodies* make it impossible."

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Academic	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A				I		I	I
2.	Description (not affecting content)	A	A	A				I		I	I
3.	Content (substantive change)	A	A	A				I		A	A
4.	Number of hours (lecture, lab, contact)	A	A	A				A		A	A
5.	Course number within the hundred	A	A	I				I		I	I
6.	Course number beyond the hundred	A	A	A				A		A	A
7.	Prerequisites	A	A	A				I		I	I
8.	Course fee(s)	A	--	A				--		A	I
9.	From U to G <i>or</i> G to U	A	A	A				A		A	A
10.	Cross list with another dept: U or G level	A	A	A				A		A	A
11.	Department of record	A	A	A				A		A	A
12.	Open or close a course	A	A	A				A		A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A				A		A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval I = Information

COUNCIL

	Change to a Degree Plan	Dept./School Deans	College Academic	College Academic	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
5.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
7.	Major — Add or discontinue	A	A	A		A			A	A	A
8.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
9.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
10.	Degree — Add or discontinue	A	A	A		A			A	A	A
11.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

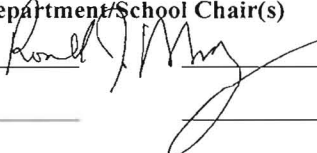
Approval Chart for Academic Information Changes

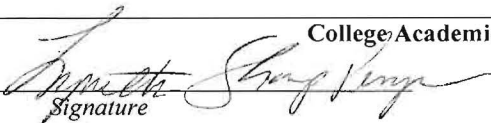
	Change to the Catalog	Dept./School Deans	College Academic	College Academic	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

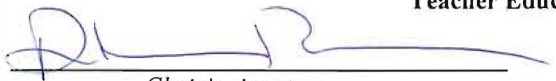
Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2-21-14 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-21-14 Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
 Chair's signature	3-17-14 Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

From: Kelly Elliott <kelly.elliott@acu.edu>

Subject: Re: HIST 353 for HSST majors

Date: 22 January 2014 16:01:04 CST

To: Ron Morgan <rxm03c@acu.edu>

Cc: Dana Pemberton <dlp94a@acu.edu>, Allan Yarema <yaremaa@acu.edu>, Tracy Shilcutt tms01a@acu.edu

I STRONGLY support the idea of requiring that HSST majors take this course. This requirement would place teaching students on a more equal footing with history BA students in upper level courses. I find that I have a perennial problem in upper levels of not knowing where to pitch a class in terms of amount of time I should spend on explaining things like method, historiography, what a monograph is, how to write a book review, etc. because of the disparity in these degree plans. I end up with some students who are confused and freaked out if I don't go over this kind of material, but people who have been through methods are bored and mildly insulted if I do spend a lot of time on it.

So I think it would improve the quality and evenness of our upper level history students to require the class. It would also just improve the overall depth of their education--I find it absolutely fitting that high school history teachers should have some serious conversation about the theory and method of history, issues of objectivity and subjectivity, etc. As I teach it, the course also exposes students to possible career paths in history - we visited both the Grace Museum and Special Collections to speak with archivists and curators about their jobs, and students found this very helpful. A student who is on a teaching path, but maybe unsure about it, might find a helpful alternative this way.

I do think that Methods will be more difficult to teach well if we have regular enrollments of 15, but it wouldn't be out of the realm of possibility. We might consider offering an additional section (in the spring?) if necessary. Personally, I loved teaching the class, and I know Tracy also enjoys it.

Kelly

On Wed, Jan 22, 2014 at 3:50 PM, Ron Morgan

Friends, after our conversation in the History Dept. last week about the possibility of requiring HIST 353 for all Secondary teaching majors, I checked again the proposal I sent through council (CASAC) last fall. That council approved a request to replace a defunct SOCI course with HIST 353 for the HSTT majors only, of which we currently have 3 in total.

Then I ran into Dana Pemberton at Starbucks and she reminded me that she would REALLY love to have the HSST majors take the methods course -- if for no other reason than that it will help them to greater success in their required upper-level history courses. She added that she has recently moved new degree plans through council with 0 elective hours, arguing that those degrees was already highly interdisciplinary, a feature that also applies to our HSST degree.

Lynette Sharp-Penya in the Dean's office (CAS) confirmed today that, in principle, there's no problem to decrease elective hours, insert HIST 353 as a requirement, and also dropping the total degree hours from 131 to 128.

Allen and I discussed this option Friday after the meeting and he was very much in favour.

But that brings me to this question for Kelly and Tracy. Is 14-15 students too many for that 353 course? Based on current numbers in the HIST, HSTT, and HSST degree plans, that is the number per year that we'd need to service. And note: the level of student quality may decline a bit by requiring that course for all secondary teaching majors.

Any and all of you. What do you think about this? It would, at least, put about 8 more students per year into a History course, which is a few more hours sold by our dept.

Thanks for feedback. Please "reply all."

Ron Morgan

January 30, 2014

To Whom It May Concern:

I am writing in support of adding HIST 353 to the HSST Social Studies Teaching degree plan. The faculty of Teacher Education strongly support this addition to the curriculum for these teacher candidates. In fact, I had spoken to Dr. Tracy Schilcutt about adding this course during her tenure as chair. At the time, it did not seem feasible. However, the development of the World History course provides the flexibility needed to include this course in the degree plan.

These teacher candidates may find themselves teaching AP History or Government. They need to have the skills of inquiry and critical thinking that this course will provide. In addition to knowing the facts of history, strong teachers know how to think like historians. In Teacher Education, we believe that this course will develop intellectual dispositions that are critical for excellence in teaching.

Thank you for your consideration.

Dana Kennamer Pemberton, Ph.D.
Chair, Teacher Education

Teacher Education Council
Proposal to Modify Minimum Elective Policy for
Certification Degrees
November 8, 2010

The Teacher Education Council officially begins its work in the spring of 2011. However, the appointed council members were asked to provide

Relevant Issues for Secondary Education:

Historically, secondary education teacher candidates majored in the content field and added a minor in education. This is still common at many institutions. The challenges with this system included the following:

- Candidates did not view their entire program as an integrated process with content field and professional education working together.
- Simply designating the professional education sequence as a minor implied that the professional education courses were just a tack on.
- It was difficult to manage appropriate sequencing when the professional education was structured as a minor.

Because the professional education sequence is now included in the major, the professional education sequence essentially constitutes the secondary education teacher candidate's electives.

Note: Since the time this document was written, state accountability issues have also increased. The initial pass rate requirement has increased from 70% to 80%. In addition, the State of Texas has added curriculum requirements making it necessary to include preparation in ESL and increasing specific preparation in special education and reading.

HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES (BS)

BS: HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES FOR TEACHERS DEGREE PLAN HIST

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog.

REQUIREMENTS FOR TEACHING FIELD

Social Studies

HIST 117 Civilization I	3
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I*	(3)
HIST 222 American History II*	3
HIST 404 The Gilded Age <i>or</i> HIST 405 U.S. History Since 1920 <i>or</i> HIST 451 American Diplomacy <i>or</i> HIST 481 Colonial America <i>or</i> HIST 402 American National Period <i>or</i> HIST 403 Jacksonian America <i>or</i> HIST 455 Social and Ethnic <i>or</i> HIST 458 World War II <i>or</i> HIST 482 American South <i>or</i> HIST 483 American West <i>or</i> HIST 484 Civil War <i>or</i> HIST 486 War and Society	3
HIST 408 Mesopotamia: Cradle of Civilization <i>or</i> HIST 409 Homer's Children: The World of Ancient Greece <i>or</i> HIST 410 The Ancient Roman World <i>or</i> HIST 413 The Medieval Era <i>or</i> HIST 418 Britain and Empire, 1689-present <i>or</i> HIST 419 Nineteenth-Century Europe <i>or</i> HIST 458 World War II <i>or</i> HIST 472 Renaissance and Reformation <i>or</i> HIST 474 Recent Europe <i>or</i> HIST 486 War and Society	3
HIST 436 History of Africa <i>or</i> HIST 478 Latin America Colonial Experience <i>or</i> HIST 479 Latin American Modern Era <i>or</i> HIST 495 Far East in Modern Times <i>or</i> HIST 414 Islam and the West <i>or</i> HIST 416 Near East in Modern Times <i>or</i> HIST 490 Mexico: Growth & Culture <i>or</i> HIST 458 World War II	3
HIST 480 Texas History	3
HIST 496 History for Teachers	3
HIST 353 Histor. Methods	3
GEOG 235 World Geography	3
GEOG 354 Cultural Geography	(3)
ECON 260 Principles of Macroeconomics	3
ECON 261 Principles of Microeconomics	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System	3
POLS 384 American Judicial Process <i>or</i> POLS 432 Constitutional Law: Civil Rights	3
POLS 381 American Political Process <i>or</i> POLS 491 Recent Political Theory <i>or</i>	

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Comment [1]: We opt to count EDUC 476 as Cultural Awareness. See below.

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POLS 492 American Political Thought <i>or</i> <u>POLS 344 Comparative Politics</u>	3
PSYC 120 Introduction to Psychology <i>or</i> SOCI 111 Introduction to Sociology	3
TOTAL	42
<i>*All non-transfer students must take HIST 221 and 222 in residence. Hours (in parentheses) may also fulfill university requirements and are not included in total major hours</i>	
PROFESSIONAL EDUCATION REQUIREMENTS	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media (capstone course)	3
EDUC 432 Secondary Management and Methods (capstone course)	3
EDUC 476 Effective Strategies for English language Learners	3
EDUC 490 Student Teaching (capstone course)	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TOTAL	24
ELECTIVES	
Minimum	1
TOTAL MAJOR HOURS	22
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described in the Teacher Education section.	
OTHER GRADUATION REQUIREMENTS	

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Comment [2]: Cultural Awareness. This is consistent with how Teacher Education advise their students.

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Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	125
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

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Ronald J. Morgan

History Department

AD Building 321

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