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Viewing: **5280 : History: Social Science: History Teaching, BALAS**

Last approved: 04/29/19 9:17 am

Last edit: 09/11/19 12:03 pm

Changes proposed by: Amy Elli

[History: Social Science: History Teaching, BALAS](#)

Catalog Pages
Using this
Program

In Workflow

1. **U Program Review**
2. **1451 Head**
3. **KV Dean**
4. **University Librarian**
5. **COTE Programs**
6. **Provost**
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10. Board of Trustees
11. IBHE
12. DMI

Approval Path

1. 08/15/19 10:58 am
Kathy Martensen (kmartens):
Approved for U Program Review
2. 08/15/19 3:19 pm
Clare Crowston (crowston):
Approved for 1451 Head
3. 08/17/19 9:54 am
Amy Elli (amyelli):
Approved for KV Dean
4. 08/17/19 10:41 am
John Wilkin (jpwilkin):
Approved for University Librarian
5. 08/29/19 10:02 am
Brenda Clevenger

(bmclvnr):
 Approved for
 COTE Programs
 6. 08/30/19 9:00 am
 Kathy Martensen
 (kmartens):
 Approved for
 Provost

History

1. Apr 29, 2019 by
 Deb Forgacs
 (dforgacs)

Proposal Type

Proposal Type:

~~Concentration (ex.Dietetics)~~

This proposal is
for a:

Revision

Proposal Title

**Revise the BALAS in History, Social Science: History Teaching concentration,
 Department of History, College of Liberal Arts and Sciences migration**

Official Program Name History: Social Science: History Teaching, BALAS

Banner/Codebook Name

Social Science: History Teaching

Program Code: 5280

Effective Catalog Term Fall 2020

Sponsor College Liberal Arts & Sciences

Sponsor Department History

Sponsor Name **Kristin Hoganson**
hoganson@illinois.edu

Sponsor Email

College Contact **Kelly Ritter**
ritterk@illinois.edu

College Contact Email

Is this program interdisciplinary?

No

Academic Level Undergraduate

CIP Code

Program Description and Justification

Justification for proposal change:

This revision follows a two-year review of our program, competing programs, state licensure requirements, and student and state needs. After consulting with other stakeholders and the History Department Undergraduate Studies Committee, the History Department Executive Committee recommended these changes. The History Department faculty unanimously approved this program change by a vote on February 6, 2019.

We embarked on the process of curricular revision after years of turning students away from our program because of the exceptionally high number of required classes--36 credit hours in History courses, 44 credit hours in other social science courses, and an additional 39 credit hours of courses in the Secondary Education minor, which is required for licensure. To complete the current program within four years, students need to declare the major by the start of freshman year and to follow its requirements closely until graduation. This has prevented students who have realized after freshman year, as well as transfer students, that they would like to become secondary education History/Social Studies teachers from pursuing this goal. Students can pursue licensure following their undergraduate education, but students with limited financial resources are less likely to pursue this option, as it requires additional hours at a cost.

Additionally, students who do successfully complete the current program report dissatisfaction. Some are unhappy that they cannot take advantage of study abroad and other opportunities; others have expressed frustration that they cannot take the additional coursework in particular social science fields necessary to earn endorsements that would allow them to teach these subjects at the secondary level.

The realization that Illinois currently has a teacher shortage in underserved communities has added to our sense of urgency in making these program revisions. We believe that as a public institution dedicated to meeting the needs of the state, it is our responsibility to take a lead in meeting the state need for History/Social Studies teachers.

The following are the proposed changes:

1. A reduction of the hours of foundational courses from 29-30 hours to 20-21 hours, by reducing the number of introductory (survey) history courses from 9-12 hours to 6-8 hours, moving the ECON 102 or 103 requirement to the social science core and eliminating ANTH 143 (3 hours), removing STAT 100 (3 hours). The addition of HIST 100 as an optional introductory history course (3 hours) does not affect the number of hours, although it does provide for more flexibility; if not taken as a foundation course, it is required to complete the major. HIST 200 (3 hours) has been upgraded from a recommended to a required course in the foundational course category to better reflect its role in the History curriculum as a "gateway" to upper-level histories. Moreover, since students are required to post a grade of 'C' or higher in HIST 200 to maintain their good standing in the History major, it is advisable for students to enroll in HIST 200 early on so that they have a chance of retaking the course later if need be. The overall reduction in foundational courses and hours means that students do not need to complete or be enrolled in as many classes before declaring the Secondary Education teaching concentration.

2. Reduction of core history courses from 36 hours to 33 hours and greater emphasis on non-Western and U.S. minority cultures
Instead of taking both HIST 170/171 and HIST 172/172, students will now only be required to take one 100-level U.S. survey course. HIST 174 Black America has been added as a possible U.S. survey course to satisfy this requirement. Similarly, instead of taking both HIST 140/141 and HIST 142/143, they will now be required to take only one of these courses. HIST 382 Race and Migration in Chicago has been added as an option for the Illinois history course requirement (resulting in the following list of choices, from which students must select one: HIST 273, 288, or 382).

The proposed curriculum requires that students complete at least one 100-400 level course in U.S. minorities history as part of their U.S. history distribution (The same course cannot be used to satisfy the U.S. minorities requirement in the distribution and the foundational U.S. history survey requirement). Students will now also be required to complete an additional 3 hours in Asian, African, Latin American, and/or Middle Eastern (AALAME)/non-west history. Students are no longer required to complete multiple pre-modern history courses; it is sufficient that 1 course in the history geographic distributions has a significant pre-modern (pre-1800) component. In sum, students will take fewer core courses, be better versed in the history of U.S. minority and non-western populations and have additional flexibility in completing their area requirements.

3. Reducing the social science core (non-History courses) from 30 hours to 6-7 hours. New requirements in this core are only one course in Geography (100-400) rather than. Added here is ECON 102 or ECON 103, moved from the pre-requisite section. ANTH 230 and SOC 380 have been eliminated; PS 100,

240, or PS 241 have been moved to the pre-requisites, and are options within one PS requirement in that section rather than two separate course requirements (PS 100 and PS 140 or 141). This reduction in additional social science requirements allows for more flexibility for students who want to concentrate more specifically in one particular social science area (SOC, PSYC, ANTH, ECON, or GEOG) so that they may earn endorsements in those fields.

4. Requirements for pre-professional EDUC courses and Professional EDUC coursework remain unchanged.

5. Reducing the total hours required for the Teaching History concentration from 119-120 to 89-91.

The proposed changes to the curriculum are in response to several (frequently interlocking) factors and goals:

1. Declining enrollments in the Teaching of High School Social Science program: The total number of students enrolled in the History Teaching concentration has dropped from 82 students in 2010-2011 to 22 students in 2017-2018. As a proportion of the overall number of students enrolled in the History major, the History Teaching concentration has dropped from 20% of the overall students majoring in History in 2015-2016 to 9% in 2017-2018.

2. Contributing to the Department's and University's missions to promote diversity and inclusion: The overly rigid nature of the Teaching History concentration requirements has greatly disadvantaged students who have not entered the university with multiple course credits from Advanced Placement (AP) exams and with their language requirement completed. There is a strong correlation between socioeconomic status and access to resources such as AP courses and advanced language study at the high school level; as a result, students coming from wealthier backgrounds (who have attended better funded public schools, or private high schools) have been able to complete several of the most time-consuming requirements of the program before their entry to Illinois. In contrast, students who do not have access to these resources must start from scratch, in almost all cases enrolling in summer courses and overload during regular semesters if they wish to graduate within 4 years. Enrolling in summer courses creates an additional financial burden since they are taken at an additional cost outside the typical financial aid package offered for in regular (fall/spring) semester courses. Moreover, many students from lower-income households have to take on part-time jobs to cover expenses which, when coupled with having to overload on courses in order to keep up with the long list of requirements, can greatly strain their resources and have a deleterious impact on their academic performance and financial security. We believe that the curricular changes we have proposed will increase our ability to recruit more first-generation students, working-class students, and students of color to the program while also providing a more inclusive curriculum and supportive environment for historically underrepresented students.

3. Making it possible for transfer students to complete the program in a timely

manner: In its current state, the Teaching History concentration is virtually impossible for transfer students to complete within four years, owing to its overly strict requirements. This creates an undue financial burden on transfer students, who on average come from lower-income backgrounds than students who begin at Illinois in their freshmen year. Moreover, national studies as well as our own alumni survey data indicate that students usually return to their neighborhoods of origin to search for teaching jobs after graduation. Since most transfer students also come from lower-income neighborhoods, the fact that the previous requirements deprived them of their ability to pursue the Secondary Education licensure has exacerbated the national problem of a lack of qualified teachers in rural and lower-income areas. We believe that we have an institutional responsibility, as a public-land grant university committed to promoting diversity among its student body, to remedy this situation.

4. **Repairing a sense of student social isolation:** Students enrolled in the History Teaching concentration--due to its dual requirements in LAS courses in History and EDUC courses in Curriculum and Instruction--frequently report that they feel isolated from their peers in the regular LAS History Major and in the School of Education. Students also report facing difficulty building relationships with their peers because the current curriculum requires students to take a number of large introductory level courses across a handful of departments. Additionally, students who elect the Teaching History concentration cannot currently participate in attractive elements of the History major (and of the University of Illinois more generally) such as study abroad, the Campus Honors Program, the departmental honors track, and independent research opportunities.

5. **Increasing student competitiveness on the job market:** We have designed the proposed curricular changes to also make it easier for students to pursue additional teaching endorsements in other social science fields such as Anthropology, Economics, Political Science, Psychology, ESL teaching, Sociology, and Geography. Endorsements are of immense value on the job market and the requirements dictated by our current curriculum makes it difficult for students to obtain them.

6. **Consistency with State Licensure Requirements and Best Practices:** In its own requirements, the State has been moving toward a model of testing secondary education teacher preparedness which emphasizes core skills, critical thinking, and adaptability over memorization of rote content. There have also been conversations at the state and national level regarding the dire need to prepare teachers to teach topics related to racial diversity and inclusion at the high school level. The revisions to the Teaching History concentration, including specifically requiring courses in US Minority populations, directly addresses this curricular and social need. Meanwhile, the proposed revisions allow greater flexibility so that students might take advantage of experiential learning and research opportunities as well as sample courses in a greater variety of fields, and to take more advanced courses in their favorite fields. Being able to do more upper-level coursework

in fields of particular interest will strengthen their core skills of verbal and written communication, critical thinking and analysis, and research, which are emphasized in the State Licensure standards – and will be even more significant when the revised State Licensure exam “goes live” in 2020.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

No

Admission Requirements

Desired

Admissions Term

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Describe how critical academic functions such as admissions and student advising are managed.

Enrollment

Describe how this revision will impact enrollment and degrees awarded.

Recruiting and retaining students: We believe that the curricular changes will make it easier for the History Department at the University of Illinois to attract students to our History major who are interested in Secondary Education. Additionally, by increasing flexibility in the program, we hope to be able to retain a greater proportion of our Majors in the Teaching History concentration who might otherwise opt out of the program when faced with the challenge of navigating its numerous and inflexible requirements.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

Delivery Method

What is the program's

primary delivery
method?
Face-to-Face

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

Budget

Are there
budgetary
implications for
this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget
Information

Attach File(s)

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

We do not anticipate having to re-allocate faculty resources by changing the number of faculty or increasing their class size or teaching load to support these curricular changes. Any increased enrollments in particular courses will be offset by smaller enrollments in other courses that are now not required for the concentration. In addition, the number of students in the concentration at present is small and additional enrollment is unlikely to be substantial enough to warrant reallocation of resources in the near future.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

We do not anticipate that the changes will have any impact on the University Library.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

Yes ~~No~~

Please describe

from the foundational core: Eliminating ANTH 143 (3 hours), removing STAT 100 (3 hours).

Reducing the social science core (non-History courses) from 30 hours to 6-7 hours. New requirements in this core are only one course in Geography (100-400) rather than. Added here is ECON 102 or ECON 103, moved from the pre-requisite section. ANTH 230 and SOC 380 have been eliminated; PS 100, 240, or PS 241 have been moved to the pre-requisites, and are options within one PS requirement in that section rather than two separate course requirements (PS 100 and PS 140 or 141). This reduction in additional social science requirements allows for more flexibility for students who want to concentrate more specifically in one particular social science area (SOC, PSYC, ANTH, ECON, or GEOG) so that they may earn endorsements in those fields.

Does this new program/proposed change result in the replacement of another program?

No

Does the program include any required or recommended subjects that are offered by other departments?

No

Financial Resources

How does the unit intend to financially support this proposal?

We do not seek additional resources in order to implement the proposed changes. The proposal will not add to our current costs. Implementing this proposal will not require additional hires or classroom spaces.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Will an existing tuition rate be used or continue to be used for this program?

Yes

Program Regulation

Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes ~~No~~

If yes, please describe.

Teacher Education requirements are regulated by the IL State Board of Education. These program revisions are in accordance with their guidelines.

Program of Study

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs [**Comparative Table of Proposed Changes History Social Science Teaching Concentration.docx**](#)
[**STATEMENT FOR ACADEMIC CATALOG History Teaching.docx**](#)
[**Letters of acknowledgement Social Science Teaching.docx**](#)

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chosed-from" lists of

courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

Students are required to take a minimum of 33 hours in History courses. Only one of the following Advanced Composition courses (HIST 140, HIST 143, HIST 170, HIST 173) will count toward the 33 hours required in History courses.

General education: Students must complete the Campus General Education requirements including the campus general education language requirement. Twelve hours of 300- and 400-level History courses must be taken on this campus.

Minimum hours required for graduation: 120 hours

This concentration fulfills state certification requirements to teach high school history (grades 9-12) through the AP/honors level and high school economics, geography, political science, psychology, and sociology/anthropology up to but not including the AP/honors level.

Students in this concentration must complete the Teacher Education Minor in Secondary School Teaching (39 hours). See the College of Education section for requirements of the minor.

Time to degree completion varies. Minimum time to completion is 8 semesters, but some students may require 10 semesters. Transfer students may need 10 total semesters combined to complete the program. Please see the LAS section in the transfer handbook for more information.

To remain in good standing in this program and be recommended for certification, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0).

Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Departmental distinction: To be eligible for distinction, a student must be admitted to the Honors Program in History and complete its required coursework. Those admitted (ideally before the beginning of the junior year) must have earned at least a 3.5 GPA in History and a 3.25 GPA overall. They will then pursue a sequence consisting of HIST 498, HIST 492 and successful completion of either

- 1. HIST 493 and HIST 499 in two consecutive semesters (in which case, the level of distinction awarded to student will be decided by the examining committee) OR**
- 2. the completion of two approved independent research projects under the supervision of two different advisors (HIST 490) (in which case, students will be eligible for an award of distinction only [not high or highest distinction]).**

Statement for Programs of Study Catalog

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Minimum required major and supporting course work: Students are required to take a minimum of **33** ~~36~~ hours in History courses. Only one of the following Advanced Composition courses ([HIST 140](#), [HIST 143](#), [HIST 170](#), [HIST 173](#)) will count toward the **33** ~~36~~ hours required in History courses.

Twelve hours of 300- and 400-level in the major must be taken on this campus.

Students in this concentration must complete the Teacher Education Minor in Secondary School Teaching (39 hours).

Minimum hours required for graduation: 120 hours.

Course List

Code	Title	Hours
Foundation Courses		
The following courses must be completed or in progress when students apply to the Secondary Education minor.		
Select one of the following Political Science courses:		3
PS 100	Intro to Political Science	
PS 101	Intro to US Gov & Pol	
PS 240	Intro to Comp Politics	
SOC 380	Social Research Methods	4
ANTH 143	Biology of Human Behavior	3
ANTH 230	Sociocultural Anthropology	3
ECON 102	Microeconomic Principles	3
ECON 103	Macroeconomic Principles	3
GEOG 103	Earth's Physical Systems	4
GEOG 104	Social and Cultural Geography	4
PS 241	Comp Politics in Dev Nations	
PSYC 100	Intro Psych	4
SOC 100	Introduction to Sociology	4
STAT 100	Statistics	3
HIST 200	Intro Hist Interpretation	3
Select one course each from two of the following three categories:		6-8
Global History		
ANTH 143	Biology of Human Behavior	
HIST 100	Global History	
Western Civilization		

Code	Title	Hours
<u>HIST 140</u>	Western Civ to 1660-ACP	
or <u>HIST 141</u>	Western Civ to 1660	
<u>HIST 142</u>	Western Civ Since 1660	
or <u>HIST 143</u>	Western Civ Since 1660-ACP	
United States History		
<u>HIST 170</u>	US History to 1877-ACP	
or <u>HIST 171</u>	US History to 1877	
HIST 171	US History to 1877	
<u>HIST 172</u>	US History Since 1877	
or <u>HIST 173</u>	US History Since 1877-ACP	
HIST 173	US History Since 1877-ACP	
<u>HIST 174</u>	Black America, 1619-Present	
Additional Required coursework		
<u>Teacher Education Minor in Secondary School Teaching</u>		39
United States History		
HIST 171	US History to 1877	3
or HIST 170	US History to 1877-ACP	
Select one of the following (A US History survey course if not taken as a foundation course):		
<u>HIST 170</u>	US History to 1877-ACP	
or <u>HIST 171</u>	US History to 1877	
<u>HIST 172</u>	US History Since 1877	
or <u>HIST 173</u>	US History Since 1877-ACP	
<u>HIST 174</u>	Black America, 1619-Present	
One 100-400 level course in US history		3
One 100-400 level course in US history focusing on US minorities history		3
<u>HIST 273</u>	Illinois History	3
or <u>HIST 288</u>	American Indians of Illinois	
or <u>HIST 382</u>	Race and Migration in Chicago	
Nonwestern and Global History		
<u>HIST 100</u>	Global History (if not taken as a foundation course)	3
One 100-400 level course in global or nonwestern history		3
One 100-400 level course in global or nonwestern history		3
European History		
Select one of the following (A Western Civ survey course if not taken as a foundation course):		
<u>HIST 140</u>	Western Civ to 1660-ACP	
or <u>HIST 141</u>	Western Civ to 1660	
<u>HIST 142</u>	Western Civ Since 1660	
or <u>HIST 143</u>	Western Civ Since 1660-ACP	
One 100-400 level course in European history		3
One 100-400 level course in European History		3
Students must take <u>HIST 498</u> - Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.		

Code	Title	Hours
Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.		
Pre modern requirement: One History course must have a significant pre-1800 component.		
Social Science Requirement		
<u>ECON 102</u>	Microeconomic Principles	3
or <u>ECON 103</u>	Macroeconomic Principles	
ECON 103	Macroeconomic Principles	
HIST 141	Western Civ to 1660	3-4
or HIST 140	Western Civ to 1660-ACP	
One 100-400 level Geography course		3-4

DMI Documentation

Attach Final

Approval Notices

Attached

Document

Justification for
this request

Program Reviewer
Comments

Key: 722

Comparative Table of Proposed Changes

Current Requirements	Current Hours	Proposed Requirements	Proposed Hours
<p>Foundation Courses: The following courses must be completed or in progress when students apply to the Secondary Education Minor:</p> <p>PS 101: Intro to US Gov & Pol PSYC 100: Intro Psych SOC 100: Introduction to Sociology STAT 100: Statistics</p> <p>Select one of the following three courses: ANTH 143: Biology of Human Behavior ECON 102: Microeconomic Principles ECON 103: Macroeconomic Principles</p> <p>HIST 141 or HIST 140: Western Civ to 1660 or Western Civ to 1660-ACP HIST 142 or HIST 143: Western Civ Since 1660 or Western Civ Since 1660 – ACP</p> <p>Select one of the following: HIST 170: US Hist to 1877 – ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 172: Us Hist Since 1877-ACP</p> <p>One additional History course (HIST 200 – Intro Hist Interpretation is required for the major and recommended to transfer into the program)</p>	<p>29-30</p>	<p>Foundation Courses: The following courses must be completed or in progress when students apply to the Secondary Education Minor:</p> <p>Select one of the following Political Science courses: PS 100: Intro to Political Science PS 101: Intro to US Gov & Pol PS 240: Intro to Comparative Politics PS 241: Comparative Politics in Developing Nations</p> <p>PSYC 100: Intro Psych SOC 100: Introduction to Sociology</p> <p>Select one course each from two of the following three categories: Global History→ HIST 100: Global History Western Civilization→ One from: HIST 140: Western Civ to 1660 – ACP HIST 141: Western Civ to 1660 HIST 142: Western Civ Since 1660 HIST 143: Western Civ Since 1660-ACP United States History → One from: HIST 170: US Hist to 1877-ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 173: US Hist Since 1877-ACP HIST 174: Black America</p> <p>HIST 200: Intro Hist Interpretation</p>	<p>20-21</p>

<p>Additional Required Coursework Teacher Education Minor in Secondary School Teaching</p> <p>EPSY 201: Educational Psychology EDUC 201: Identity and Difference in Education EDUC 202: Social Justice, School & Society (EPS 201: Foundations of Education can be substituted for EDUC 201 + EDUC 202 with approval from Secondary Education Coordinator.) CI 401: Introductory Teaching in a Diverse Society CI 473: Disciplinary Literacy CI 403: Teaching a Diverse High School Student Population EPS 485: Assessing Student Performance SPED 405: General Educator’s Role in Special Education CI 404: Teaching and Assessing Secondary School Students EDPR 442: Educational Practice in Secondary Education</p>	<p>39</p>	<p>Additional Required Coursework Teacher Education Minor in Secondary School Teaching</p> <p>Note: There are no proposed changes to this part of the curriculum</p> <p>EPSY 201: Educational Psychology EDUC 201: Identity and Difference in Education EDUC 202: Social Justice, School & Society (EPS 201: Foundations of Education can be substituted for EDUC 201 + EDUC 202 with approval from Secondary Education Coordinator.) CI 401: Introductory Teaching in a Diverse Society CI 473: Disciplinary Literacy CI 403: Teaching a Diverse High School Student Population EPS 485: Assessing Student Performance SPED 405: General Educator’s Role in Special Education CI 404: Teaching and Assessing Secondary School Students EDPR 442: Educational Practice in Secondary Education</p>	<p>39</p>
<p>United States History</p> <p>HIST 171: US Hist to 1877 Or HIST 170: US Hist to 1877 – ACP</p> <p>HIST 172: US Hist Since 1877 Or HIST 173: US Hist Since 1877- ACP</p> <p>HIST 273: Illinois History Or HIST 288: American Indians of Illinois</p>	<p>15</p>	<p>United States History</p> <p>Select one of the following US survey courses (if not taken as a foundation course): HIST 170: US Hist to 1877- ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 173: US Hist Since 1877-ACP HIST 174: Black America</p> <p>HIST 273: Illinois History Or HIST 288: American Indians of Illinois</p>	<p>9-12</p>

One 200-400 level course in 18 th -19 th century US history One 200-400 level course in 20 th -21 st century US history		Or HIST 382: Race and Migration in Chicago One 100-400 level course in US history One 100-400 level course in US history focusing on US minorities history	
Nonwestern and Global History HIST 100: Global History One 200-400 level course in global or nonwestern history	6	Nonwestern and Global History HIST 100: Global History (if not taken as a foundation course) Two 100-400 level courses in global or nonwestern history	6-9
European History One 200-400 level course in European history to 1700 One 200-400 level course in European history since 1700	6	European History A Western Civ survey course if not taken as a foundation course: Western Civ to 1660 – ACP Western Civ to 1660 Western Civ Since 1660 Western Civ Since 1660 – ACP Two 100-400 level courses in European history	6-9
HIST 200: Intro Hist Interpretation	3	HIST 200: Intro Hist Interpretation has become a required foundation course as a result of the revision	0
HIST 498 Requirement Students must take HIST 498 ¹ – Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.	0	HIST 498 Requirement (Note: requirement is unchanged) Students must take HIST 498 – Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.	0

¹ The current course catalog notes that students in the Honors Program may take HIST 495 in place of HIST 498; that is a minor error since the History Department has retired HIST 495 starting spring 2019.

<p>Advanced Hour Requirement</p> <p>Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.</p>	<p>0</p>	<p>Advanced Hour Requirement</p> <p>(Note: requirement is unchanged)</p> <p>Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.</p>	<p>0</p>
<p>Social Science Requirement</p> <p>(many of these will also satisfy general education requirements)</p> <p>PS 100: Intro to Political Science</p> <p>PS 240: Intro to Comp Politics</p> <p>Or PS 241: Comp Politics in Dev Nations</p> <p>SOC 380: Social Research Methods</p> <p>ANTH 143: Biology of Human Behavior</p> <p>ANTH 230: Sociocultural Anthropology</p> <p>ECON 102: Microeconomic Principles</p> <p>ECON 103: Macroeconomic Principles</p> <p>GEOG 103: Earth's Physical Systems</p> <p>GEOG 104; Social and Cultural Geography</p>	<p>30 (-3 in Foundation)</p>	<p>Social Science Requirement</p> <p>(NOTE: We expect that students will continue to enroll in several of the courses that were previously required since they can be used to complete subject-matter endorsements in social-science fields or general education requirements).</p> <p>ECON 102: Microeconomic Principles</p> <p>Or ECON 103: Macroeconomic Principles</p> <p>One 100-400 level Geography course</p>	<p>6-7</p>
<p>Total Hours:</p>	<p>119-120</p>	<p>Total Hours:</p>	<p>89-91</p>

STATEMENT FOR ACADEMIC CATALOG:

BALAS in History, Social Science: History Teaching concentration

Students are required to take a minimum of 33 hours in History courses. Only one of the following Advanced Composition courses ([HIST 140](#), [HIST 143](#), [HIST 170](#), [HIST 173](#)) will count toward the 33 hours required in History courses.

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Twelve hours of 300- and 400-level History courses must be taken on this campus.

Minimum hours required for graduation: 120 hours

This concentration fulfills state certification requirements to teach high school history (grades 9-12) through the AP/honors level and high school economics, geography, political science, psychology, and sociology/anthropology up to but not including the AP/honors level.

Students in this concentration must complete the Teacher Education Minor in Secondary School Teaching (39 hours). [See the College of Education section for requirements of the minor.](#)

Time to degree completion varies. Minimum time to completion is 8 semesters, but some students may require 10 semesters. Transfer students may need 10 total semesters combined to complete the program. Please see the [LAS section in the transfer handbook](#) for more information.

To remain in good standing in this program and be recommended for certification, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Departmental distinction: To be eligible for distinction, a student must be admitted to the Honors Program in History and complete its required coursework. Those admitted (ideally before the beginning of the junior year) must have earned at least a 3.5 GPA in History and a 3.25 GPA overall. They will then pursue a sequence consisting of HIST 498, [HIST 492](#) and successful completion of either

1. [HIST 493](#) and [HIST 499](#) in two consecutive semesters (in which case, the level of distinction awarded to student will be decided by the examining committee) OR

2. the completion of two approved independent research projects under the supervision of two different advisors ([HIST 490](#)) (in which case, students will be eligible for an award of distinction only [not high or highest distinction]).

Foundation Courses		
The following courses must be completed or in progress when students apply to the Secondary Education minor		
Select one of the following Political Science courses:		
PS 100	Intro to Political Science	3
PS 101	Intro to US Gov & Pol	
PS 240	Intro to Comp Politics	
PS 241	Comp Politics in Dev Nations	
PSYC 100	Intro Psych	4
SOC 100	Introduction to Sociology	4
HIST 200	Intro Hist Interpretation	3
Select one course each from two of the following three categories:		
Global History:		3
HIST 100	Global History	
Western Civilization:		3-4
HIST 140	Western Civ to 1660-ACP	
HIST 141	Western Civ to 1660	
HIST 142	Western Civ Since 1660	
HIST 143	Western Civ Since 1660 - ACP	
United States History:		3-4
HIST 170	US Hist to 1877 – ACP	
HIST 171	US Hist to 1877	
HIST 172	US Hist Since 1877	
HIST 173	US Hist Since 1877 – ACP	
HIST 174	Black America	
Additional Required coursework		

<u>Teacher Education Minor in Secondary School Teaching</u>		39
United States History		
Select one of the following:	A US History survey course if not taken as a foundation course	3-4
HIST 170	US Hist to 1877-ACP	
HIST 171	US Hist to 1877	
HIST 172	US Hist Since 1877	
HIST 173	US Hist Since 1877 – ACP	
HIST 174	Black America	
One 100-400 level course in US history		3
One 100-400 level course in US history focusing on US minorities history		3
HIST 273	Illinois History	3
OR HIST 288	American Indians of Illinois	
OR HIST 382	Race and Migration in Chicago	
Nonwestern and Global History		
HIST 100	Global History if not taken as a foundation course	3
One 100-400 level course in global or nonwestern history		3
One 100-400 level course in global or nonwestern history		3
European History		
Select one of the following:	A Western Civ survey course if not taken as a foundation course:	3-4
HIST 140	Western Civ to 1660 – ACP	
HIST 141	Western Civ to 1660	
HIST 142	Western Civ Since 1660	
HIST 143	Western Civ Since 1660 – ACP	
One 100-400 level course in European history		3
One 100-400 level course in European History		3
Students must take HIST 498 – Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.		

Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.		
Pre modern requirement: One History course must have a significant pre-1800 component.		
Social Science Requirement		
ECON 102	Microeconomic Principles	3
OR ECON 103	Macroeconomic Principles	
One 100-400 level Geography course		3-4

Appendix B: Letters of Acknowledgement from Impacted Units

Letter Sent to Brian Dill (February 12, 2019) which describes the curricular changes in regard to Sociology and describes the changes to the Social Science core overall:

From: "Hoganson, Kristin Lee" <hoganson@illinois.edu>

Date: Tuesday, February 12, 2019 at 22:12

To: Brian Dill <dill@illinois.edu>

Cc: "Crowston, Clare H" <crowston@illinois.edu>

Subject: Notification of change in History major with a teaching concentration

Dear Dr. Dill:

I am writing to inform you of a change in the History major with a teaching concentration that affects Sociology and to ask you to confirm via email that Sociology has been notified of this change.

The History department recently voted to revise its degree in History with a teaching concentration that accompanies a minor in Secondary Education. This curriculum revision followed a two year review of our program, competing programs, state licensure requirements, and student and state needs.

We embarked on the process of curricular revision after years of turning students away from our program because of the exceptionally high number of required classes (80 credit hours plus an additional 39 credit hours for the Secondary Education minor). To complete the program within four years, students have needed to declare the major by the start of freshman year and to stick rigorously to it until graduation. This has prevented students who have realized during the course of their studies that they would like to become secondary education social studies teachers from pursuing this goal. Transfer students have been particularly affected by our program's high hurdles.

Students can pursue licensure following their undergraduate education, but working class students are less likely to pursue this option for financial reasons. Savvy students have been choosing to go elsewhere in the state to earn their BAs and social studies teaching certification, knowing that other programs have fewer requirements and more flexibility.

Even the students who do graduate from our program with a secondary education qualification report dissatisfaction. Some are unhappy that they cannot take advantage of study abroad and other opportunities; others wish that they had the time to take more coursework in a particular social science field so that they could earn an endorsement in that subject.

The realization that Illinois currently has a teacher shortage in underserved communities has added to our sense of urgency. We believe that as a public institution dedicated to meeting the needs of the state, it is our responsibility to bring our secondary education program into line with other state programs so that we can help meet the state need for History teachers.

In addition to benefitting individual students and the state, we are confident that our proposed curricular changes will benefit our campus by attracting more aspiring teachers to our program. We have been graduating only twenty-some students a year from the program but have the capacity to grow it to many times this size. Any loss of enrollment in particular classes should be more than compensated for by an increased demand for social science courses as our program expands.

In a nutshell, we streamlined the curriculum by reducing the number of required History credits by three hours and by reducing the Social Science core to the following classes. This brings our program into line with other programs while still preparing our students for licensure.

Social Science core:

PSYC 100 Intro to Psychology

SOC 100 Intro to Sociology

ECON 102 Microeconomics or ECON 103 Macroeconomics

PS 100 Intro to Poli Sci or 101 Intro to Gov or 240/241 Comparative Politics

Any GEOG course (social and cultural GEOG courses are preferred, but GEOG 103 meets Nat Sci)

If you compare this revised curriculum to the current curriculum, you will see that SOC 380 is no longer a required class.

To complete our proposal revision, we need an email from you specifying that Sociology has been notified of this change. This email can be addressed to me as the Director for Undergraduate Studies or to Clare Crowston, History Chair, who is cc'd to this note.

Please send this email to me and/or Clare by this Friday, February 15, so that we can meet the deadline recently given to us by LAS.

Thank you very much,

Kristin Hoganson
History DUS

All units received variants of the letter sent to Prof. Dill, outlining the changes to the curriculum overall, the reasoning behind the changes, and explanation of how the changes affect their specific unit.

Letter sent to Suzanne Lee (Monday April 1) with copy of the curriculum revisions attached:

Dear Suzanne:

I have attached the draft of our paperwork for the Senate Educational Policy Committee in case that will be helpful for the supporting letter. Please let me know if you have comments or suggestions. Also, I wrote to Lisa Monda-Amaya on Friday to share the slightly revised curriculum (namely the minor changes in the History course requirements that I shared with you earlier) and the draft paperwork for the Senate committee, having realized that I was remiss not

to have contacted her earlier. I told her that I would be happy to meet with her if she would like and of course I remain happy to meet with you as well, as part of a larger conversation or individually.

All the best,
Kristin

Anthropology:

From: Farnell, Brenda M

Sent: Friday, March 15, 2019 5:02 PM

To: Crowston, Clare H

Cc: Greenberg, Jessica R; Quinones-Rivera, Maritza

Subject: Anthropology courses

Hello Clare:

Good to have a chance to talk with you yesterday! This email confirms that we have received notice of the changes to the History program and that ANTH 143 and ANTH 230 will no longer be required courses for the Teacher certification.

We recommend that instead, History majors following the teaching track choose ONE of the following courses as an elective:

ANTH 101 Introduction to Anthropology (Gen Ed. 4 field intro. class)

ANTH 103 Anthropology in a Changing World (Gen Ed. also offered on-line)

ANTH 104 Talking Culture (Gen Ed. Intro to language in culture)

ANTH 280 American Indians of Illinois (Gen Ed. being developed as online class - probably Fall 2020).

Course descriptions can be found at. <https://anthro.illinois.edu/academics/course-catalog>

Cheers - enjoy the Break!

Brenda

College of Education:

From: Lee, Suzanne

Sent: Thurs. April 18, 10:05 PM

To: Hoganson, Kristin Lee

Cc: Crowston, Clare H; Djordjevic, Stefan

Subject: RE: soc science- history teacher ed revisions

Hi Kristin:

I reminded Lisa and Sarah this afternoon about the letter. I was assured it's "on the list" but I will keep after them. From what I understand, the point where that letter is critically needed is when it goes to

the Senate EPC meeting. That won't be until next fall – but I'd like to get it all together for you right now!

I'm still new in the campus proposal process, but my understanding of how this typically works is that the CoTE approval comes after LAS e.g., we get the LAS-approved proposal from Kelly, then have the CoTE exec committee vote (if needed) and approve and then send to Kathy Martensen at the Provost's office. Do you think Kelly was asking for something different than that? I can send her an "unofficial"/informal email saying that unless there are dramatic changes at the College of LAS level, we will be glad to approve it once it comes our way, but I know we cannot officially approve til we see it in its final form and signed by LAS.

(that's why I like working with programs before it gets to LAS so we're all in agreement and then CoTE approval is easy-peasy and it won't get sent back down the chain for revisions)

Thanks for your diligence on this – and if I need to send something unofficial to Kelly, I'm glad to do so.
Suzanne

From: Hoganson, Kristin Lee
Sent: Thursday, April 18, 2019 2:09 PM
To: Lee, Suzanne <suzannel@illinois.edu>
Cc: Crowston, Clare H <crowston@illinois.edu>; Djordjevic, Stefan <djordje1@illinois.edu>
Subject: Re: soc science- history teacher ed revisions

Dear Suzanne:

I am writing to see if you need any more information to help with the letter of support that Lisa and Sarah are drafting and whether you think I should contact them directly to hasten things along. We also learned today from Kelly Ritter in the LAS Dean's office that we will need a letter from the Council on Teacher Education saying that it approves of our curricular changes to the History major with a secondary education concentration. Do you think you could request such a letter on our behalves? If you'd prefer for me to do it, I would appreciate advice on how to proceed.

Thank you,
Kristin

Economics:

From Powers, Elizabeth T epowers@illinois.edu
Tues., April 2, 2019 at 4:31 pm

Hello, Kristin -

I'm sorry our response has taken so long.

We have been notified of this change and have no objection to it.

Regards,

Elizabeth
Prof. Elizabeth T. Powers

Department of Economics
Senior Scholar, Institute of Government & Public Affairs
University of Illinois at Urbana-Champaign
217-244-4818

On 4/ 1/ 2019 at 5:06 PM Newell, Melissa Allison <menewell@illinois.edu> wrote:

Hello Clare and Kristin,

I have been trying to catch Marty so I can ensure this email gets sent to you, and I will send him another reminder (usually I'm able to catch him in the office, and I hope he will be in tomorrow to ensure it is sent).

I did speak with Wendy about this before she left, and I did not see any issues.

Sincerely,
Melissa

Melissa Newell

Associate Director of Undergraduate Studies

University of Illinois at Urbana-Champaign | Department of Economics, LAS

Email: menewell@illinois.edu | **Office:** 217.333.2682 | **Web:** [http://www.economics.illinois.edu/programs/undergrad/Advising Appointments](http://www.economics.illinois.edu/programs/undergrad/Advising%20Appointments) | [Express Advising](#)

Geography:

From: "Wang, Shaowen" <shaowen@illinois.edu>

Date: Tuesday, February 26, 2019 at 8:22 PM

To: "crowston@illinois.edu" <crowston@illinois.edu>, "hoganson@illinois.edu" <hoganson@illinois.edu>

Cc: "Cohn, Matthew S" <mcohn@illinois.edu>

Subject: Re: Notification of proposed changes to Teaching of Social Science major (History)

Dear Prof. Crowston,

I confirm to have received this notification.

Thanks & best,
-Shaowen

Shaowen Wang

Professor and Department Head

Richard and Margaret Romano Professorial Scholar

[Department of Geography and Geographic Information Science](#)

Affiliate Professor

[Computer Science](#), [Information Sciences](#), [Urban & Regional Planning](#)

Founding Director

[CyberGIS Center for Advanced Digital and Spatial Studies](#)
[University of Illinois at Urbana-Champaign](#)

NHB 2046, MC-150, 1301 W. Green St., Urbana, IL 61801

Office: +1 (217) 333-7608; Skype & Twitter: swuiuc

Political Science:

On 2/13/19, 8:48 AM, "Pahre, Robert" <pahre@illinois.edu> wrote:

Dear Kristin and Clare,

Thank you for reaching out to us. I imagine that your revisions will go over well with students while still serving your educational goals.

As you know, many US states require that high school students study the US Constitution and/or American Civics. PS 101 American Politics would serve that need better than the other courses on your revised list, so perhaps you would want to require that one instead of giving students an option. But that is really up to you.

On behalf of Political Science, I am happy to endorse your proposal.

All the best,

bob

Robert Pahre Department Head, Political Science, University of Illinois
<https://publish.illinois.edu/pahre/> Twitter: @ProfRPahre

Sociology:

From: "Dill, Brian J" <dill@illinois.edu>

Date: Sunday, February 17, 2019 at 5:04 PM

To: "hoganson@illinois.edu" <hoganson@illinois.edu>

Cc: "crowston@illinois.edu" <crowston@illinois.edu>

Subject: Re: Notification of change in History major with a teaching concentration

Dear Professor Crowston and Professor Hoganson,

Thank you for writing and notifying me of the proposed change in the History major with a teaching concentration. The impact to Sociology will be minor, and I want to wish you the best of luck with your revised program.

Best,
Brian

--

Brian Dill

Interim Head
Associate Professor of Sociology
Associate Professor of Geography and Geographic Information Science

Department of Sociology
University of Illinois at Urbana-Champaign
702 S Wright St.
3120 Lincoln Hall, MC 454
Urbana, IL 61801
217.244.2279
dill@illinois.edu

Statistics:

On 2/17/19, 1:25 PM, "Douglas, Jeffrey A" <jeffdoug@illinois.edu> wrote:

Kristin,

Thanks for letting us know. Your History majors with teaching concentrations will certainly be welcome in STAT 100 if they choose it as an elective, but we appreciate the need to streamline.

Best regards,

Jeff Douglas
Acting Chair
Department of Statistics

Comparative Table of Proposed Changes

Current Requirements	Current Hours	Proposed Requirements	Proposed Hours
<p>Foundation Courses: The following courses must be completed or in progress when students apply to the Secondary Education Minor:</p> <p>PS 101: Intro to US Gov & Pol PSYC 100: Intro Psych SOC 100: Introduction to Sociology STAT 100: Statistics</p> <p>Select one of the following three courses: ANTH 143: Biology of Human Behavior ECON 102: Microeconomic Principles ECON 103: Macroeconomic Principles</p> <p>HIST 141 or HIST 140: Western Civ to 1660 or Western Civ to 1660-ACP HIST 142 or HIST 143: Western Civ Since 1660 or Western Civ Since 1660 – ACP</p> <p>Select one of the following: HIST 170: US Hist to 1877 – ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 172: Us Hist Since 1877-ACP</p> <p>One additional History course (HIST 200 – Intro Hist Interpretation is required for the major and recommended to transfer into the program)</p>	<p>29-30</p>	<p>Foundation Courses: The following courses must be completed or in progress when students apply to the Secondary Education Minor:</p> <p>Select one of the following Political Science courses: PS 100: Intro to Political Science PS 101: Intro to US Gov & Pol PS 240: Intro to Comparative Politics PS 241: Comparative Politics in Developing Nations</p> <p>PSYC 100: Intro Psych SOC 100: Introduction to Sociology</p> <p>Select one course each from two of the following three categories: Global History→ HIST 100: Global History Western Civilization→ One from: HIST 140: Western Civ to 1660 – ACP HIST 141: Western Civ to 1660 HIST 142: Western Civ Since 1660 HIST 143: Western Civ Since 1660-ACP United States History → One from: HIST 170: US Hist to 1877-ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 173: US Hist Since 1877-ACP HIST 174: Black America</p> <p>HIST 200: Intro Hist Interpretation</p>	<p>20-21</p>

<p>Additional Required Coursework Teacher Education Minor in Secondary School Teaching</p> <p>EPSY 201: Educational Psychology EDUC 201: Identity and Difference in Education EDUC 202: Social Justice, School & Society (EPS 201: Foundations of Education can be substituted for EDUC 201 + EDUC 202 with approval from Secondary Education Coordinator.) CI 401: Introductory Teaching in a Diverse Society CI 473: Disciplinary Literacy CI 403: Teaching a Diverse High School Student Population EPS 485: Assessing Student Performance SPED 405: General Educator’s Role in Special Education CI 404: Teaching and Assessing Secondary School Students EDPR 442: Educational Practice in Secondary Education</p>	<p>39</p>	<p>Additional Required Coursework Teacher Education Minor in Secondary School Teaching</p> <p>Note: There are no proposed changes to this part of the curriculum</p> <p>EPSY 201: Educational Psychology EDUC 201: Identity and Difference in Education EDUC 202: Social Justice, School & Society (EPS 201: Foundations of Education can be substituted for EDUC 201 + EDUC 202 with approval from Secondary Education Coordinator.) CI 401: Introductory Teaching in a Diverse Society CI 473: Disciplinary Literacy CI 403: Teaching a Diverse High School Student Population EPS 485: Assessing Student Performance SPED 405: General Educator’s Role in Special Education CI 404: Teaching and Assessing Secondary School Students EDPR 442: Educational Practice in Secondary Education</p>	<p>39</p>
<p>United States History</p> <p>HIST 171: US Hist to 1877 Or HIST 170: US Hist to 1877 – ACP</p> <p>HIST 172: US Hist Since 1877 Or HIST 173: US Hist Since 1877- ACP</p> <p>HIST 273: Illinois History Or HIST 288: American Indians of Illinois</p>	<p>15</p>	<p>United States History</p> <p>Select one of the following US survey courses (if not taken as a foundation course): HIST 170: US Hist to 1877- ACP HIST 171: US Hist to 1877 HIST 172: US Hist Since 1877 HIST 173: US Hist Since 1877-ACP HIST 174: Black America</p> <p>HIST 273: Illinois History Or HIST 288: American Indians of Illinois</p>	<p>9-12</p>

One 200-400 level course in 18 th -19 th century US history One 200-400 level course in 20 th -21 st century US history		Or HIST 382: Race and Migration in Chicago One 100-400 level course in US history One 100-400 level course in US history focusing on US minorities history	
Nonwestern and Global History HIST 100: Global History One 200-400 level course in global or nonwestern history	6	Nonwestern and Global History HIST 100: Global History (if not taken as a foundation course) Two 100-400 level courses in global or nonwestern history	6-9
European History One 200-400 level course in European history to 1700 One 200-400 level course in European history since 1700	6	European History A Western Civ survey course if not taken as a foundation course: Western Civ to 1660 – ACP Western Civ to 1660 Western Civ Since 1660 Western Civ Since 1660 – ACP Two 100-400 level courses in European history	6-9
HIST 200: Intro Hist Interpretation	3	HIST 200: Intro Hist Interpretation has become a required foundation course as a result of the revision	0
HIST 498 Requirement Students must take HIST 498 ¹ – Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.	0	HIST 498 Requirement (Note: requirement is unchanged) Students must take HIST 498 – Research and Writing Seminar. Students may count the 3 hours towards any of the history areas noted above: US, Nonwestern/Global, or European.	0

¹ The current course catalog notes that students in the Honors Program may take HIST 495 in place of HIST 498; that is a minor error since the History Department has retired HIST 495 starting spring 2019.

<p>Advanced Hour Requirement</p> <p>Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.</p>	<p>0</p>	<p>Advanced Hour Requirement</p> <p>(Note: requirement is unchanged)</p> <p>Students must complete 12 hours of advanced (300+) coursework in History. HIST 498 may count toward those 12 hours.</p>	<p>0</p>
<p>Social Science Requirement</p> <p>(many of these will also satisfy general education requirements)</p> <p>PS 100: Intro to Political Science</p> <p>PS 240: Intro to Comp Politics</p> <p>Or PS 241: Comp Politics in Dev Nations</p> <p>SOC 380: Social Research Methods</p> <p>ANTH 143: Biology of Human Behavior</p> <p>ANTH 230: Sociocultural Anthropology</p> <p>ECON 102: Microeconomic Principles</p> <p>ECON 103: Macroeconomic Principles</p> <p>GEOG 103: Earth's Physical Systems</p> <p>GEOG 104; Social and Cultural Geography</p>	<p>30 (-3 in Foundation)</p>	<p>Social Science Requirement</p> <p>(NOTE: We expect that students will continue to enroll in several of the courses that were previously required since they can be used to complete subject-matter endorsements in social-science fields or general education requirements).</p> <p>ECON 102: Microeconomic Principles</p> <p>Or ECON 103: Macroeconomic Principles</p> <p>One 100-400 level Geography course</p>	<p>6-7</p>
<p>Total Hours:</p>	<p>119-120</p>	<p>Total Hours:</p>	<p>89-91</p>

STATEMENT FOR ACADEMIC CATALOG:

BALAS in History, Social Science: History Teaching concentration

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Twelve hours of 300- and 400-level History courses must be taken on this campus.

Minimum hours required for graduation: 120 hours

This concentration fulfills state certification requirements to teach high school history (grades 9-12) through the AP/honors level and high school economics, geography, political science, psychology, and sociology/anthropology up to but not including the AP/honors level.

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To remain in good standing in this program and be recommended for certification, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Departmental distinction: To be eligible for distinction, a student must be admitted to the Honors Program in History and complete its required coursework. Those admitted (ideally before the beginning of the junior year) must have earned at least a 3.5 GPA in History and a 3.25 GPA overall. They will then pursue a sequence consisting of HIST 498, [HIST 492](#) and successful completion of either

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PSYC 100	Intro Psych	4
SOC 100	Introduction to Sociology	4
HIST 200	Intro Hist Interpretation	3
Select one course each from two of the following three categories:		
Global History:		3
HIST 100	Global History	
Western Civilization:		3-4
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HIST 141	Western Civ to 1660	
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HIST 143	Western Civ Since 1660 - ACP	
United States History:		3-4
HIST 170	US Hist to 1877 – ACP	
HIST 171	US Hist to 1877	
HIST 172	US Hist Since 1877	
HIST 173	US Hist Since 1877 – ACP	
HIST 174	Black America	
Additional Required coursework		
<u>Teacher Education Minor in Secondary School Teaching</u>		39
United States History		
Select one of the following:	A US History survey course if not taken as a foundation course	3-4
HIST 170	US Hist to 1877-ACP	
HIST 171	US Hist to 1877	
HIST 172	US Hist Since 1877	
HIST 173	US Hist Since 1877 – ACP	

HIST 174	Black America	
One 100-400 level course in US history		3
One 100-400 level course in US history focusing on US minorities history		3
HIST 273	Illinois History	3
OR HIST 288	American Indians of Illinois	
OR HIST 382	Race and Migration in Chicago	
Nonwestern and Global History		
HIST 100	Global History if not taken as a foundation course	3
One 100-400 level course in global or nonwestern history		3
One 100-400 level course in global or nonwestern history		3
European History		
Select one of the following:	A Western Civ survey course if not taken as a foundation course:	3-4
HIST 140	Western Civ to 1660 – ACP	
HIST 141	Western Civ to 1660	
HIST 142	Western Civ Since 1660	
HIST 143	Western Civ Since 1660 – ACP	
One 100-400 level course in European history		3
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Social Science Requirement		
ECON 102	Microeconomic Principles	3
OR ECON 103	Macroeconomic Principles	
One 100-400 level Geography course		3-4

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Date: Tuesday, February 12, 2019 at 22:12

To: Brian Dill <dill@illinois.edu>

Cc: "Crowston, Clare H" <crowston@illinois.edu>

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We embarked on the process of curricular revision after years of turning students away from our program because of the exceptionally high number of required classes (80 credit hours plus an additional 39 credit hours for the Secondary Education minor). To complete the program within four years, students have needed to declare the major by the start of freshman year and to stick rigorously to it until graduation. This has prevented students who have realized during the course of their studies that they would like to become secondary education social studies teachers from pursuing this goal. Transfer students have been particularly affected by our program's high hurdles.

Students can pursue licensure following their undergraduate education, but working class students are less likely to pursue this option for financial reasons. Savvy students have been choosing to go elsewhere in the state to earn their BAs and social studies teaching certification, knowing that other programs have fewer requirements and more flexibility.

Even the students who do graduate from our program with a secondary education qualification report dissatisfaction. Some are unhappy that they cannot take advantage of study abroad and other opportunities; others wish that they had the time to take more coursework in a particular social science field so that they could earn an endorsement in that subject.

The realization that Illinois currently has a teacher shortage in underserved communities has added to our sense of urgency. We believe that as a public institution dedicated to meeting the needs of the state, it is our responsibility to bring our secondary education program into line with other state programs so that we can help meet the state need for History teachers.

In addition to benefitting individual students and the state, we are confident that our proposed curricular changes will benefit our campus by attracting more aspiring teachers to our program. We have been graduating only twenty-some students a year from the program but have the capacity to grow it to many times this size. Any loss of enrollment in particular classes should be more than compensated for by an increased demand for social science courses as our program expands.

In a nutshell, we streamlined the curriculum by reducing the number of required History credits by three hours and by reducing the Social Science core to the following classes. This brings our program into line with other programs while still preparing our students for licensure.

Social Science core:

PSYC 100 Intro to Psychology

SOC 100 Intro to Sociology

ECON 102 Microeconomics or ECON 103 Macroeconomics

PS 100 Intro to Poli Sci or 101 Intro to Gov or 240/241 Comparative Politics

Any GEOG course (social and cultural GEOG courses are preferred, but GEOG 103 meets Nat Sci)

If you compare this revised curriculum to the current curriculum, you will see that SOC 380 is no longer a required class.

To complete our proposal revision, we need an email from you specifying that Sociology has been notified of this change. This email can be addressed to me as the Director for Undergraduate Studies or to Clare Crowston, History Chair, who is cc'd to this note.

Please send this email to me and/or Clare by this Friday, February 15, so that we can meet the deadline recently given to us by LAS.

Thank you very much,

Kristin Hoganson
History DUS

All units received variants of the letter sent to Prof. Dill, outlining the changes to the curriculum overall, the reasoning behind the changes, and explanation of how the changes affect their specific unit.

Letter sent to Suzanne Lee (Monday April 1) with copy of the curriculum revisions attached:

Dear Suzanne:

I have attached the draft of our paperwork for the Senate Educational Policy Committee in case that will be helpful for the supporting letter. Please let me know if you have comments or suggestions. Also, I wrote to Lisa Monda-Amaya on Friday to share the slightly revised curriculum (namely the minor changes in the History course requirements that I shared with you earlier) and the draft paperwork for the Senate committee, having realized that I was remiss not

to have contacted her earlier. I told her that I would be happy to meet with her if she would like and of course I remain happy to meet with you as well, as part of a larger conversation or individually.

All the best,
Kristin

Anthropology:

From: Farnell, Brenda M

Sent: Friday, March 15, 2019 5:02 PM

To: Crowston, Clare H

Cc: Greenberg, Jessica R; Quinones-Rivera, Maritza

Subject: Anthropology courses

Hello Clare:

Good to have a chance to talk with you yesterday! This email confirms that we have received notice of the changes to the History program and that ANTH 143 and ANTH 230 will no longer be required courses for the Teacher certification.

We recommend that instead, History majors following the teaching track choose ONE of the following courses as an elective:

ANTH 101 Introduction to Anthropology (Gen Ed. 4 field intro. class)

ANTH 103 Anthropology in a Changing World (Gen Ed. also offered on-line)

ANTH 104 Talking Culture (Gen Ed. Intro to language in culture)

ANTH 280 American Indians of Illinois (Gen Ed. being developed as online class - probably Fall 2020).

Course descriptions can be found at. <https://anthro.illinois.edu/academics/course-catalog>

Cheers - enjoy the Break!

Brenda

College of Education:

From: Lee, Suzanne

Sent: Thurs. April 18, 10:05 PM

To: Hoganson, Kristin Lee

Cc: Crowston, Clare H; Djordjevic, Stefan

Subject: RE: soc science- history teacher ed revisions

Hi Kristin:

I reminded Lisa and Sarah this afternoon about the letter. I was assured it's "on the list" but I will keep after them. From what I understand, the point where that letter is critically needed is when it goes to

the Senate EPC meeting. That won't be until next fall – but I'd like to get it all together for you right now!

I'm still new in the campus proposal process, but my understanding of how this typically works is that the CoTE approval comes after LAS e.g., we get the LAS-approved proposal from Kelly, then have the CoTE exec committee vote (if needed) and approve and then send to Kathy Martensen at the Provost's office. Do you think Kelly was asking for something different than that? I can send her an "unofficial"/informal email saying that unless there are dramatic changes at the College of LAS level, we will be glad to approve it once it comes our way, but I know we cannot officially approve til we see it in its final form and signed by LAS.

(that's why I like working with programs before it gets to LAS so we're all in agreement and then CoTE approval is easy-peasy and it won't get sent back down the chain for revisions)

Thanks for your diligence on this – and if I need to send something unofficial to Kelly, I'm glad to do so.
Suzanne

From: Hoganson, Kristin Lee
Sent: Thursday, April 18, 2019 2:09 PM
To: Lee, Suzanne <suzannel@illinois.edu>
Cc: Crowston, Clare H <crowston@illinois.edu>; Djordjevic, Stefan <djordje1@illinois.edu>
Subject: Re: soc science- history teacher ed revisions

Dear Suzanne:

I am writing to see if you need any more information to help with the letter of support that Lisa and Sarah are drafting and whether you think I should contact them directly to hasten things along. We also learned today from Kelly Ritter in the LAS Dean's office that we will need a letter from the Council on Teacher Education saying that it approves of our curricular changes to the History major with a secondary education concentration. Do you think you could request such a letter on our behalves? If you'd prefer for me to do it, I would appreciate advice on how to proceed.

Thank you,
Kristin

Economics:

From Powers, Elizabeth T epowers@illinois.edu
Tues., April 2, 2019 at 4:31 pm

Hello, Kristin -

I'm sorry our response has taken so long.

We have been notified of this change and have no objection to it.

Regards,

Elizabeth
Prof. Elizabeth T. Powers

Department of Economics
Senior Scholar, Institute of Government & Public Affairs
University of Illinois at Urbana-Champaign
217-244-4818

On 4/ 1/ 2019 at 5:06 PM Newell, Melissa Allison <menewell@illinois.edu> wrote:

Hello Clare and Kristin,

I have been trying to catch Marty so I can ensure this email gets sent to you, and I will send him another reminder (usually I'm able to catch him in the office, and I hope he will be in tomorrow to ensure it is sent).

I did speak with Wendy about this before she left, and I did not see any issues.

Sincerely,
Melissa

Melissa Newell

Associate Director of Undergraduate Studies

University of Illinois at Urbana-Champaign | Department of Economics, LAS

Email: menewell@illinois.edu | **Office:** 217.333.2682 | **Web:** [http://www.economics.illinois.edu/programs/undergrad/Advising Appointments](http://www.economics.illinois.edu/programs/undergrad/Advising%20Appointments) | [Express Advising](#)

Geography:

From: "Wang, Shaowen" <shaowen@illinois.edu>

Date: Tuesday, February 26, 2019 at 8:22 PM

To: "crowston@illinois.edu" <crowston@illinois.edu>, "hoganson@illinois.edu" <hoganson@illinois.edu>

Cc: "Cohn, Matthew S" <mcohn@illinois.edu>

Subject: Re: Notification of proposed changes to Teaching of Social Science major (History)

Dear Prof. Crowston,

I confirm to have received this notification.

Thanks & best,
-Shaowen

Shaowen Wang

Professor and Department Head

Richard and Margaret Romano Professorial Scholar

[Department of Geography and Geographic Information Science](#)

Affiliate Professor

[Computer Science](#), [Information Sciences](#), [Urban & Regional Planning](#)

Founding Director

[CyberGIS Center for Advanced Digital and Spatial Studies](#)
[University of Illinois at Urbana-Champaign](#)

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Political Science:

On 2/13/19, 8:48 AM, "Pahre, Robert" <pahre@illinois.edu> wrote:

Dear Kristin and Clare,

Thank you for reaching out to us. I imagine that your revisions will go over well with students while still serving your educational goals.

As you know, many US states require that high school students study the US Constitution and/or American Civics. PS 101 American Politics would serve that need better than the other courses on your revised list, so perhaps you would want to require that one instead of giving students an option. But that is really up to you.

On behalf of Political Science, I am happy to endorse your proposal.

All the best,

bob

Robert Pahre Department Head, Political Science, University of Illinois
<https://publish.illinois.edu/pahre/> Twitter: @ProfRPahre

Sociology:

From: "Dill, Brian J" <dill@illinois.edu>

Date: Sunday, February 17, 2019 at 5:04 PM

To: "hoganson@illinois.edu" <hoganson@illinois.edu>

Cc: "crowston@illinois.edu" <crowston@illinois.edu>

Subject: Re: Notification of change in History major with a teaching concentration

Dear Professor Crowston and Professor Hoganson,

Thank you for writing and notifying me of the proposed change in the History major with a teaching concentration. The impact to Sociology will be minor, and I want to wish you the best of luck with your revised program.

Best,
Brian

--

Brian Dill

Interim Head
Associate Professor of Sociology
Associate Professor of Geography and Geographic Information Science

Department of Sociology
University of Illinois at Urbana-Champaign
702 S Wright St.
3120 Lincoln Hall, MC 454
Urbana, IL 61801
217.244.2279
dill@illinois.edu

Statistics:

On 2/17/19, 1:25 PM, "Douglas, Jeffrey A" <jeffdoug@illinois.edu> wrote:

Kristin,

Thanks for letting us know. Your History majors with teaching concentrations will certainly be welcome in STAT 100 if they choose it as an elective, but we appreciate the need to streamline.

Best regards,

Jeff Douglas
Acting Chair
Department of Statistics