

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Barry Joyce _____ phone number 302 831-8413 _____

Department: History _____ email address: bjoyce@udel.edu

Date: _____

Action: revise **History Education Major** _____

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term: 12F _____
(use format 04F, 05W)

Current degree: BA _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: no name change _____
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: History Education _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

No new courses

Explain, when appropriate, how this new/ revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

Students will be required to take Psychology 100, which will result in approximately 20 History Education students per year taking this course. I have attached a letter from the Psychology Department supporting this change. The effect on Economics, Political Science, and Geography is slight. It is difficult to determine if they will lose a few students in their courses, or gain a few. History Education students will be required to take one less course in each of those three disciplines. However, when given the new option of taking any two social studies courses (not including History) to complete their 9-course related coursework requirement, students may now dedicate these two course *options* toward gaining a minor in either of these three disciplines. Thus, by providing students with more flexibility in crafting their major and possible minors, students may opt to take more courses in those three disciplines. The Social Studies Education Committee met on 10/24/11 to discuss the proposed changes. The representatives from Political Science and Economics Education plan to submit similar revisions to their programs.

The impact on the remaining social studies disciplines (Anthropology and Sociology) will be very slight. In addition to Economics, Political Science, Geography, and Psychology, students will have the option of taking courses in Anthropology or Sociology to fulfill the final two related coursework requirements.

Describe the rationale for the proposed program change(s):

History Education students, upon graduation, are certified to teach any Social Studies discipline in grades 7-12. Psychology is one of the more popular courses offered in High School. Our program, however, does not require students to take *any* Psychology courses at the University of Delaware. Requiring students to take Psychology 100 (General Psychology) will provide them with a knowledge framework containing the key components of High School Psychology curriculum. (coverage of research methods, biological bases of behavior, sensation and perception, cognitive psychology, abnormal behavior and treatment, developmental psychology, and social and personality psychology).

By reducing the required courses in Economics, Political Science and Geography from three to two in each discipline, we are allowing students more flexibility in crafting their major and minors. They will still be required to take the same number of social studies courses (9) to complete their related coursework, but will now have the option of choosing two courses from Economics, Political Science, Geography, Anthropology, Sociology, and Psychology to complete this requirement. Under the current guidelines, students have no such options for related coursework.

These changes will clearly benefit (1) students at the University of Delaware wishing to switch into the History Education program, (2) students transferring from other universities into our program, (3) students with Social Studies discipline degrees wishing to return for teaching certification, (4) students in the Associate of Arts program wishing to major in History Education. These groups have all been affected adversely by the lack of flexibility in our program requirements; many have chosen not to become teachers as a result.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

History Education Program

Curriculum Revision

- A. This is a revision of a current program
- B. DEGREE: BACHELOR OF ARTS MAJOR: HISTORY EDUCATION
- C. 7434
- D. The number of credit hours for the program's "related coursework" remains the same (27)

Proposal

I. DESCRIPTION

We are revising a current program. No new courses are being created.

We are proposing to revise the History Education program curriculum "related Coursework" requirements, by making the following changes:

- Reducing the required courses in Economics, Political Science and Geography from three to two in each discipline
- Requiring Psychology 100 (General Psychology)
- Allow student to complete their six remaining credits by selecting two courses from the following departments: Anthropology; Economics; Geography; Political Science; Psychology; Sociology

The number of credits (27) required for their "related coursework" will remain the same.

II. RATIONALE AND DEMAND

Rationale for the proposed program change(s) to History Education

History Education students, upon graduation, are certified to teach any Social Studies discipline in grades 7-12. Psychology is one of the more popular courses offered in High School. Our program, however, does not require students to take *any* Psychology courses at the University of Delaware. Requiring students to take Psychology 100 (General Psychology) will provide them with a knowledge framework containing the key components of High School Psychology curriculum. (coverage of research methods, biological bases of behavior, sensation and perception, cognitive psychology, abnormal behavior and treatment, developmental psychology, and social and personality psychology).

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Economics, Political Science, Geography, Anthropology, Sociology, and Psychology to complete this requirement. Under the current guidelines, students have no such options for related coursework.

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III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

No changes, except that the curriculum changes will make it easier for students to transfer into the program.

Explain, when appropriate, how this revised curriculum for History Education supports the 10 goals of undergraduate education:

While the revised curriculum will support all 10 goals of undergraduate education, making PSYC100 a required course, as well as allowing students the flexibility to take courses in Anthropology and Sociology, will significantly strengthen a History Education student's ability to attain the following 6 goals.

Goals

1. Attain effective skills in (a) oral and (b) written communication, (c) quantitative reasoning, and (d) the use of information technology.

Making PSYC100 a required course provides students an introduction to quantitative reasoning research methods, social and cognitive psychology, the processes by which humans learn.

2. Learn to think critically to solve problems.

The new PSYC100 requirement strengthens an already strong component in critical thinking and problem solving in the History Ed program.

3. Be able to work and learn both independently and collaboratively.

The new PSYC100 requirement strengthens an already strong component in critical thinking and problem solving in the History Ed program. Unlike History, much research in Psychology is conducted collaboratively.

4. Engage questions of ethics and recognize responsibilities to self, community, and society at large.

The new PSYC100 requirement provides students with an introduction to abnormal behavior and treatment, developmental psychology, and social and personality psychology. Such instruction will help students to posit questions pertaining to education with a better understanding of the social and behavioral context of *their* future students. They will also now have the option of taking additional courses in Anthropology and Sociology, disciplines that will also add to this knowledge base.

5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

Students will now have the option of taking additional courses in Anthropology and Sociology, as well as Psychology. These courses are important for understanding diverse ways of thinking.

6. Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

The curriculum changes will provide students with more flexibility to pursue fields of interests while remaining on track for graduation within the History Ed program.

{proposed revisions}

**DEGREE: BACHELOR OF ARTS
MAJOR: HISTORY EDUCATION**

CURRICULUM CREDITS

[University and College requirements.](#)

MAJOR REQUIREMENTS

HIST 101	Western Civilization to 1648	3
HIST 102	Western Civilization: 1648 to the Present	3
HIST 103	World History I	3
HIST 104	World History II	3
HIST 268	Seminar	3
(Depending on its emphasis, this seminar course can count as three of the required credits in European, American, or Global history.)		
History courses on the history of Europe		6
History courses on the history of the United States		12
History courses on the history of Asia, Africa, Latin America, or Middle East		6

The total number of HIST credits required in the major is 36. Course work must include a three credit History seminar at or above the 400 level (excluding HIST 464, HIST468, HIST 491, HIST 493, and independent study), twelve additional credits at or above the 300 level, and six credits at any level.

ECON 151	Introduction to Microeconomics	3
ECON 152	Introduction to Macroeconomics	3
POSC 150	The American Political System	3
GEOG 120	World Regional Geography	3
PSYC 100	General Psychology	3
Additional credits as follows:		
3 credits in Political Science, 3 credits in Geography		12
Six additional credits selected from the following departments: Anthropology; Economics; Geography; Political Science; Psychology; Sociology		
EDUC 413	Adolescent Development and Educational Psychology	4
EDUC 414	Teaching Exceptional Adolescents	3
EDUC 419	Diversity in Secondary Education	3
HIST 491	Planning a Course of Instruction (fall semester only) (minimum grade C-)	3
HIST 492	Integrating Instructional Technology into Social Studies Teaching	1
HIST 493	Seminar: Problems in Teaching History and Social Sciences (spring semester only)	3
EDUC 420	Reading in the Content Areas	1

Grade of C- or better required in all required HIST, major related, and EDUC courses.

To be eligible to student teach, History Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass teacher competency tests as established by the University Council on Teacher Education and complete a learning portfolio. Students must consult with the [teacher education program coordinator](#) to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF

124

{Current program}

DEGREE: BACHELOR OF ARTS

MAJOR: HISTORY EDUCATION

CURRICULUM CREDITS

[University and College requirements.](#)

MAJOR REQUIREMENTS

HIST 101	Western Civilization to 1648	3
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ECON 151	Introduction to Microeconomics	3
ECON 152	Introduction to Macroeconomics	3
POSC 150	The American Political System	3
GEOG 120	World Regional Geography	3
Additional credits as follows:		
3 credits in Economics, 6 credits in Political Science, 6 credits in Geography		15

EDUC 413	Adolescent Development and Educational Psychology	4
EDUC 414	Teaching Exceptional Adolescents	3
EDUC 419	Diversity in Secondary Education	3
HIST 491	Planning a Course of Instruction (fall semester only) (minimum grade C-)	3
HIST 492	Integrating Instructional Technology into Social Studies Teaching	1
HIST 493	Seminar: Problems in Teaching History and Social Sciences (spring semester only)	3
EDUC 420	Reading in the Content Areas	1
EDUC 400	Student Teaching (spring semester only)	9

Grade of C- or better required in all required HIST, major related, and EDUC courses.

To be eligible to student teach, History Education students must have a GPA of 3.0 in their major and an overall GPA of 2.75. They must also pass teacher competency tests as established by the University Council on Teacher Education and complete a learning portfolio. Students must consult with the [teacher education program coordinator](#) to obtain the student teaching application and other information concerning student teaching policies.

CREDITS TO TOTAL A MINIMUM OF

124

Prof. Joyce, I appreciate your checking with us on this. We see no problem at all with your making Psych 100 a requirement, and in fact it makes great sense. So, yes, entirely acceptable to us. And that's good to hear about our students' performance as student teachers.

Gregory A. Miller
Professor and Chair
Dept of Psychology
Univ of Illinois

-----Original Message-----

From: Barry Joyce [<mailto:bjoyce@UDel.Edu>]
Sent: Friday, October 14, 2011 12:44 PM
To: Greg Miller
Cc: Brian P. Ackerman
Subject: program change: and psychology 100

Dear Professor Miller,

I am the Coordinator of the History/Social Studies Education program here at UD.

This fall I am proposing a change to the History Education requirements. I want to require all History Ed students to take Psychology 100.

Currently, we do not require History Ed students to take Psychology---a fact that I have always considered puzzling, as they are often required to teach High School Psychology. And it is indeed a popular course for High School students!

I would estimate that approximately 20 History Education students per year would be taking Psych 100 if we make this change. Currently, very few take the course.

Would this proposal be acceptable to the Psychology Department?
If so, could you reply with an email/letter stating that fact?

Professor Ackerman and I discussed this proposed change last spring. He indicated that there should be room in Psych 100 for these students. I have cc'ed him on this email.

Thank You!
Sincerely,

Barry J

PS: Your Psychology Education students have consistently excelled in student teaching!

Two students from last year--Sara Angel and Brittany Fiore--are currently teaching in Inner City Philadelphia and South Korea, respectively!

--

Barry Alan Joyce

Associate Professor, History

Coordinator, Social Studies Secondary Education Program
University of Delaware

Conrad, Catherine M.

From: Brian P. Ackerman [bpa@psych.udel.edu]
Sent: Monday, November 28, 2011 12:00 PM
To: Conrad, Catherine M.; Shenkle, Cynthia W.
Subject: FW: Changes to the History Education and Political Science Education programs

Categories: Purple Category

The proposal by Barry Joyce on History Ed, etc., can now go forward.

Brian

-----Original Message-----

From: Vukelich, Carol [<mailto:vukelich@udel.edu>]
Sent: Sunday, November 27, 2011 6:40 PM
To: Brian P. Ackerman
Cc: bjoyce@UDel.Edu
Subject: Changes to the History Education and Political Science Education programs

The University Council on Teacher Education considered and unanimously approved the proposed changes to the above two programs at its meeting on Monday, November 21, 2011.

Carol Vukelich
UCTE Chair