

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Summary Notes/Minutes**

**History Field of Study Teaching Track Subcommittee Meeting**

**1200 East Anderson Lane, Board Room**

**Austin, Texas**

**November 2, 2018, 10:00 AM – 3:00 PM**

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Call to order and introductions	<p>Allen Michie called the meeting to order at 10:00 AM on November 2.</p> <p>The following committee members were present:</p> <p>Erik Anderson, San Antonio College Jacob Blosser, Texas Woman’s University Samuel Brower, University of Houston John Castree, Blinn College Nicholas Cox, Houston Community College Stefanie Decker, Amarillo College Trace Etienne-Gray, Texas State University John Flanagan, Weatherford College Deborah Focarile, McLennan Community College Lesley Kauffman, San Jacinto College-Central William Kiser, Texas A&amp;M University-San Antonio Eliza Martin, Texas A&amp;M University-Corpus Christi Brian McCormack, Texas Southmost College Derrick McKisick, Texas A&amp;M University-Commerce Sarah McMahan, Texas Woman’s University Jason Morgan, Collin College Allan Purcell, Austin Community College Lisa Ramos, San Antonio College Paul Sandul, Stephen F. Austin State University</p> <p>The following committee members were absent:</p> <p>Anthony Brown, The University of Texas at Austin Lynn Burlbaw, Texas A&amp;M University Miryam Espinosa-Dulanto, The University of Texas-Rio Grande Valley La Guana Gray, The University of Texas at San Antonio Mike Nichols, Tarrant County College-Northwest Campus</p> <p>Coordinating Board Staff present: Allen Michie, Program Director Rex Peebles, Assistant Commissioner for Academic Quality and Workforce</p>

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II. Public testimony	No members of the public were present to testify.
III. Overview of Field of Study rules and mission	Allen Michie provided an overview of the Fields of Study (FOS) statute, how it is part of a wider range of transfer success initiatives, and how it contributes to the Texas Higher Education Coordinating Board's <i>60x30TX</i> strategic plan.
IV. Discussion and consideration of History Teaching Certification Field of Study curriculum	<p>Blosser provided an introduction to what the History Field of Study (FOS) Advisory Committee decided at their first meeting. One of the committee's motions was to establish a separate subcommittee of experts to advise the committee on courses for the proposed track leading to teaching certification in History. The History FOS Advisory Committee will meet again to consider the recommendation of the subcommittee.</p> <p>Blosser stated that the FOS could contain 6 semester credit hours (SCH) outside of the core curriculum, and he asked representatives how many SCH their institutions could accommodate. Ramos said that some public comments on the proposed History FOS requested that additional courses be added, so she asked how many lower-division courses are typically included in History teaching programs.</p> <p>Focarile said that she would like to see the Teaching Track include at least one Education course. Blosser responded that the committee would need to keep space considerations in mind since the Advisory Committee decided not to expand the FOS in response to public comments.</p> <p>Blosser clarified that the FOS does not apply to Bachelor of Science (BS) students who typically take additional foreign language courses.</p> <p>Etienne-Gray pointed out that if a student fills a core component area option with something other than Economics, and if institutions cannot require additional lower-division courses outside of the FOS, there could be certified Economics teachers who have never taken a course in Economics.</p> <p>Morgan and Etienne-Gray made distinctions between the History teaching certification and the Social Studies Composite teaching certification. Michie said that the Coordinating Board could have a separate FOS for Social Studies Composite programs. Anderson pointed out that</p>

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	<p>students who take all of the Social Studies courses are also certified for History.</p> <p>Blosser called for a vote to determine if members felt the subcommittee had the expertise to create a Social Studies Composite FOS. Eleven members voted yes, and seven voted no.</p> <p>Sandul abstained because he felt the subcommittee did not have time to review the issues, and McCormack added that more people from relevant disciplines would be needed. Morgan, Etienne-Gray, and Blosser said that the subcommittee could recommend that the History FOS apply only to specific CIP codes and recommend that a separate committee address Social Studies Composite programs.</p> <p>Anderson asked if the Social Studies Composite means a History major with a Social Studies Composite teaching component, or if it is a separate major. Brower and Etienne-Gray responded that it is a minor that requires additional hours that can be taken with an Education, History, or Political Science major.</p> <p>Blosser made a motion to inform the History FOS Advisory Committee about the need for a Social Studies Composite FOS and encourage them to work with the Coordinating Board to form a separate FOS Advisory committee that includes experts in other fields.</p> <p>Michie added that FOS do not exist for minors, so Blosser revised the motion that the discussion of Social Studies Composite programs be tabled. The motion carried.</p> <p>Michie asked if the committee should specify that the FOS does not apply to Social Studies Composite programs. Etienne-Gray responded that this is not necessary because the History FOS will not hurt a student who is doing the Social Studies Composite, although there may be alternate selections for core courses.</p> <p>Blosser returned to the subject of the maximum SCH for the FOS. Castree asked for the FOS Advisory Committee's justification for such a narrow track. Blosser and Ramos responded that some committee members wanted complete versions of the two-part history tracks in Western, World, or Mexican American history. The resulting proposed FOS was a compromise, allowing</p>

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	<p>students choice. With the teaching track, committee members people felt that students needed to have the complete World Civilizations sequence.</p> <p>The committee discussed Texas History (HIST 2301). Blosser stated that it is a popular course, and others said that it is sometimes offered at the 3000 level but often substituted for HIST 2301 in transfer. Blosser noted that it is most often taught as a lower-division course. Several members noted that it can count as US History according to state law. Castree pointed out that adding it to the FOS was a popular request in the public comments, but the resistance is that it would move the FOS up to 15 SCH. In a nonbinding poll, a majority of committee members were in favor of adding HIST 2301.</p> <p>Cox stated that if the FOS already includes both of the US History courses, students in the History teaching track are not likely to take the Texas History course unless they are required to. Focarile replied that the goal of the History teaching track is to prepare students to take the certification exam, not necessarily to be a college-level History instructor. Students need a bit of everything, and they cannot know just half of US History. The teaching track needs to fit in Texas, US, Western, and World history. Brower added that the three content domains for teaching certification are Texas, World, and US history.</p> <p>Brower and Anderson asked if institutions could continue to require additional foreign language courses for BA students. Peebles responded that the FOS applies to degree programs, and if there are institutional lower-division requirements that are required of everyone in the College and are not degree-specific, then institutions can continue to require those courses.</p> <p>There was discussion of the importance of content coverage vs. preparation for passing the licensure exam. The committee discussed Introduction to the Teaching Profession (EDUC 1301). McMahan said that all teaching students take it regardless of their teaching area. Brower said that it transfers in as an elective and does not count toward the major. Etienne-Gray said that the EDUC 1301 does not contribute toward the knowledge History teachers need, but it only makes sense if the FOS is preparing students for certification. Brower stated that the committee should align the FOS with the certification exam.</p>

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	<p>Blosser proposed going through the public comments on the History FOS.</p> <p>There was discussion of adding Mexican American History courses. Etienne-Gray stated that if students are required to take Mexican American History, then some students would not be likely to pass certification in US History. Flanagan replied Mexican American History can instead be taken at the upper-division level.</p> <p>Blosser made a motion to add Mexican American History as an option to the History teaching track. The motion did not carry.</p> <p>The committee discussed San Jacinto College's recommendation that African American History (HIST 2381) be added to the History teaching track. Blosser made a motion to add African American history to the FOS, and the motion did not carry.</p> <p>Blosser made a motion that the committee adopt the recommendation from The University of Texas at Austin that there be 9 SCH in the History teaching track, including a choice of the four existing survey courses (HIST 1301, HIST 1203, HIST 2321, and HIST 2322). The motion did not carry.</p> <p>Blosser made a motion that the committee approve the recommendation from The University of Texas of the Permian Basin that the History teaching track be the same as the academic track. Committee members discussed the differences between the content areas that are optional on the academic track and what is required for the certification exam. The motion did not carry.</p> <p>Blosser made a motion to create a History teaching track that includes US History I and 2, World Civilizations I and 2, and Texas History. All of the courses would be required, not in a menu of options. The motion carried unanimously.</p> <p>Blosser made a motion to include Mexican American History in the teaching track FOS. Etienne-Gray asked if students could be given the option of taking Texas History or Mexican American History. Focarile responded that teachers will have to teach US History, and students choose to take Mexican American History instead, they will be teaching things in which they never had coursework. Morgan said that Mexican American History <i>is</i> US History. Etienne-Gray agreed but said the course</p>

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	<p>does not include much colonial history: the English colonial experience, Puritans, and the American Revolution. Cox replied that those subjects are covered in the first Mexican American History course.</p> <p>McKisick asked if these courses are reflective of the categories on the certification exam. Could a student pass the test in US History by taking Mexican American History? McCormack replied that there is some overlap between US and Mexican American History, and that Mexican American History is a popular class, especially in the Valley region. Brower added that students have to take upper-division courses in US History, and the Mexican American History course promotes understanding of multiple perspectives.</p> <p>Sandul said that US History should be required because of the exam, and students are not precluded from taking Mexican American, African American, Native American, or any other History course.</p> <p>Blosser made a motion to amend the FOS to include US History I, US History II, Mexican American History I, or Mexican American History II. Students would have to choose one early class (US or Mexican American History I) and one later class (US or Mexican American History II). The motion carried.</p> <p>The discussion returned to Texas History. McKisick said that Texas History is part of US History, so it does not make sense to separate it out. Brower replied that it would not necessarily address the same competencies as US History. Sandul said that the content domains in the licensure exam are Texas History, US History, and World History.</p> <p>Blosser made a motion to keep Texas History as a free-standing requirement in the FOS, not as part of a menu of options. The motion carried.</p> <p>Cox made a motion to give students a choice between Western or World Civilization in the teaching track FOS. The motion did not pass.</p>
<p>V. Overview of the timeline for public comments and Field of Study approval</p>	<p>Allen Michie explained that the recommendations of the subcommittee will go before the full History FOS Advisory Committee for a final vote. If the current proposed FOS is revised, it would go out for a second</p>

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	<p>30-day public comment period. Once the public comments have been received, the committee will need to respond, which it could choose to do via email or with another face-to-face meeting. It is possible that the sub-committee could be reconvened.</p> <p>Michie reminded members to submit their expense and time reports.</p>
VI. Consideration of authorization of Co-Chairs to approve minutes	A motion was made and passed to authorize the co-chairs to approve the minutes and deal with other upcoming business on behalf of the committee.
VIII. Adjournment	Michie thanked committee members for their work, and the meeting was adjourned at 3:00 PM.

**Proposed 2018 FOS Curriculum for History: Teacher Certification Track**

Course Title	Course Number	SCH
Choose one: <ul style="list-style-type: none"> <li>• United States History I</li> <li>• Mexican American History I</li> </ul>	HIST 1301 or HIST 2327	3
Choose one: <ul style="list-style-type: none"> <li>• United States History II</li> <li>• Mexican American History II</li> </ul>	HIST 1302 or HIST 2328	3
Texas History	HIST 2301	3
World Civilizations I	HIST 2321	3
World Civilizations II	HIST 2322	3
<b>TOTAL</b>		<b>15</b>