

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

| | |
|------------------------|---|
| Proposal # <u>0711</u> | Title: <u>New Degree - BA in History - non-teaching</u> |
|------------------------|---|

(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

Teaching

| | | | |
|--|------------------------|--|--------------------------|
| Received by ACAD Senate Forwarded to Teacher Ed Council | Date <u>2/26/08</u> | Approved _____ Disapproved _____ | |
| ✓ Forwarded to Gen Ed Committee | <u>2/26/08</u> | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |
| Returned to ACAD Senate Forwarded to Curriculum Committee | _____ _____ | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |
| Returned to ACAD Senate for Vote | _____ _____ | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |
| Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting | _____ _____ | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |
| Forwarded to Provost for Approval/Disapproval | _____ _____ | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |
| Forwarded to Chancellor for Approval/Disapproval | _____ _____ | Signature _____ Approved _____ Disapproved _____ | Date _____ Date _____ |

COPY

[Signature]

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(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

+ Teaching

Received by ACAD Senate Date 2/26/08
 Forwarded to Teacher Ed-Council Approved _____ Disapproved _____

✓ Forwarded to Gen Ed Committee Date 2/26/08
Signature _____ Date _____
Approved _____ Disapproved _____

Returned to ACAD Senate _____
 Forwarded to Curriculum Committee _____
Signature _____ Date _____
Approved _____ Disapproved _____

Returned to ACAD Senate for Vote _____
Signature _____ Date _____
Approved _____ Disapproved _____

Sent to Provost's office for Full Faculty vote _____
 Voted on at Full Faculty meeting _____
Signature _____ Date _____
Approved _____ Disapproved _____

Forwarded to Provost for Approval/Disapproval _____
Signature _____ Date _____
Approved _____ Disapproved _____

Forwarded to Chancellor for Approval/Disapproval _____
Signature _____ Date _____
Approved _____ Disapproved _____

Copies sent to originating college and registrar's office _____

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| | | Total | | |

Additional instructional resources needed (including library materials, special equipment, and c. 111)

Explanation & Rational for program revision proposed Bachelor of Arts in History (Non-Teaching):

This proposal will allow us to bring new degree and program options to non-education majors who wish to pursue a major or minor in history. We have no such option now and I have students or potential students inquiring about the possibilities. It can be done within existing staffing and budget parameters. Discipline offerings will be balanced between U.S. and World history and give students a sufficient foundation of historical knowledge, analytical thinking and cultural communication skills to enter the workforce in the public, private or non-profit sectors. Also, for those wishing to pursue graduate or professional school, an option not available at present without extensive, intensive, expensive and time-consuming additional coursework, the non-teaching degree will equip them with the necessary skills, knowledge and discipline based hours to pursue the major or a related field at that level.

PROGRAM/DEGREE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College: Education, Arts & Sciences, and Nursing Program Area: History Date: 12/07/07

Submitter: *[Signature]* Dean _____ Date: 2/25/08
Signature (indicates college level approval)

Please provide a brief explanation & rationale for the proposed revision(s). Please see attached sheet
 Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE Bachelor of Arts in History with Teaching Option (5-12)

Current Program Offerings in 07-08 Catalog

| Course Prefix | # | Course Title | CR |
|-------------------------|-----|---|----|
| HISTORY | | | |
| HIST | 131 | American History I | 3 |
| HIST | 132 | American History II | 3 |
| HIST | 141 | History of Civilization I | 3 |
| HIST | 142 | History of Civilization II | 3 |
| HIST | 216 | Montana History | 3 |
| HIST | 301 | Colonial America to Jackson | 3 |
| HIST | 302 | Ante-Bellum American through Reconstruction | 3 |
| HIST | 303 | Populist/Progressive Era through the Depression | 3 |
| HIST | 305 | World War II through Present | 3 |
| HIST | 310 | American Westward Expansion | 3 |
| HIST/ECON | 346 | Business & Economic History of US | 3 |
| HIST | 350 | Modern Asia in the Global Environ. | 3 |
| HIST/NAS | 364 | History of American Indians | 3 |
| HIST | 374 | Intellectual History of Western Civ. | 3 |
| HIST | 449 | Historiography (Capstone) | 3 |
| Dropping 350/305 | | | |
| NEW CLASSES | | | |
| HIST/POL | 3XX | U.S. Foreign Relations | 3 |
| HIST | 3XX | 20 th Century Europe | 3 |
| HIST/EDUC | 4XX | History and Philosophy of Education (Capstone) | 3 |
| HIST | 3XX | Intro to Latin America | 3 |
| HIST | 3XX | History of Mexico | 3 |
| HIST/NAS | 3XX | Indians of Latin America | 3 |

Proposed Program Degree for 08-09 Catalog

| GEN ED | Course Prefix | # | Course Title | Gen-Ed Credits | Degree Credits |
|---|---------------|-----|--|-----------------------------------|----------------|
| CAT I | ENGL | 112 | Written Communications II | 3 | |
| CAT I | SPCH | 142 | Interpersonal Communication | 3 | |
| CAT II | MATH | 112 | College Algebra | 3 | |
| CAT III | | | Natural Sciences w/Lab | 6 | |
| CAT IV | PSYC | 205 | Human Growth & Develop. | 3 | |
| CAT V | HIST | 216 | Montana History | 3 | |
| CAT VI | HIST | 3XX | Into to Lat. Am.: Hist of Mex: or Ind. Of Lat. Am. | 3 | |
| OR | | | | | |
| | NAS | 364 | History of American Indians | 3 | |
| CAT VII | | | Fine Arts | 3 | |
| CAT VIII | | | Humanities | 3 | |
| CAT IX | CIS | 320 | Computers in Education | 3 | |
| PROGRAM REQ. | | | | | |
| | HIST | 131 | American History I | | 3 |
| | HIST | 132 | American History II | | 3 |
| | HIST | 141 | History of Civilization I | | 3 |
| | HIST | 142 | History of Civilization II | | 3 |
| | HIST | 301 | U.S. Colonial & Early Republic | | 3 |
| | HIST | 302 | 19 th Century U.S. | | 3 |
| | HIST | 303 | 20 th Century U.S. | | 3 |
| | HIST | 444 | History & Philosophy of Education | | 3 |
| | EDUC | 325 | Methods of Teaching History & Social Sciences | | 3 |
| | HIST | | 6 credits of 300 level World History | | 6 |
| Secondary Education Core Requirements: | | | | | |
| | EDPY | 215 | Introduction to Education Psyc | | 3 |
| | EDPY | 350 | Education & Psychology Exceptional Child | | 3 |
| | EDUC | 100 | Foundations of Education | | 3 |
| | EDUC | 300 | Intro to Curriculum Planning & Practice | | 3 |
| | EDUC | 321 | Integrating Technology into Education | | 1 |
| | EDUC | 376 | Assessment in Education | | 3 |
| | EDUC | 445 | Teaching Reading, Writing, & Critical Thinking Across Curriculum | | 2 |
| | EDUC | 450 | Secondary Teaching Practicum & Seminar | | 12 |
| | EDUC | 455 | Advanced Practicum in Education | | 3 |
| | HPE | 235 | Principles of Health & Wellness | | 3 |
| | | | | Area of concentration | 14 |
| | | | | Advisor approved electives | 4 |
| Total | | | | 33 | 87 |

**Additional instructional resources needed (including library materials, special equipment, and facilities).
Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

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standards and requirements including but not limited to NCEC, PLPFS & MI Initial Education for All. It will provide our graduates with sufficient discipline based hours to gain initial certification within their field without the need for additional after graduation hours to make up deficiencies in certification for history. It will also allow our graduates to gain Highly Qualified Teacher status and thus upward economic and professional mobility within their career field without the need for additional hours within the discipline. It will better prepare our graduates for both the PRAXIS professional exam as well

Item

**Montana State University-Northern Proposal:
History Major with Teaching (5-12) and Non-Teaching Options**

Program Description. The College of Education, Arts and Sciences and Nursing proposes a new major in History with teaching (5-12) and non-teaching options. All course work for the major would be provided by MSU-Northern.

The intent of the proposed major is to provide a new option to students in secondary teaching in the high demand fields of history and the social sciences, and to provide students in the Social Sciences, Liberal Studies and Native American Studies a second major option to enhance their opportunities for employment and career advancement.

The major (5-12) teaching option has been designed to meet all requirements for State of Montana secondary education licensure; the non-teaching option, to provide a knowledge of history applicable to governmental, non-profit and educational occupations; and by careful attention to the credit totals, the major (both options) has been designed to make a double-major choice feasible. The major includes selected new courses to enhance and balance the program's two emphases in United States and World history, as well as reactivation of previously dormant offerings taught infrequently due to lack of qualified staff or restrictions of offerings under the existing Social Science Broadfield degree.

Need for the Program. Both nationally and within the state of Montana, a need for additional qualified history, government and social science teachers is recognized. Hi-Line and North Central Montana school superintendents have repeatedly indicated to us the need for and difficulty of obtaining, training and keeping qualified teachers in history, government and related fields. One reason for this is the inability to receive Highly Qualified teacher status, professional advancement and increased economic compensation under the current Broadfield degree without the need for time consuming and costly additional coursework in the subject discipline. In addition, our Education graduates have indicated their frustration at their inability to receive licensure outside the states of Montana and Alaska without the necessity of additional time consuming and costly remedial work in the discipline hence limiting their competitiveness in the national job market and their aspirations for economic and geographic mobility. Finally, students have repeatedly come to us inquiring about the possibility of majors or minors in history without the education requirements to meet their needs for employment, professional and graduate preparation and personal fulfillment. At this time we have nothing to offer them and are thus losing potential students and majors. Our Education advisory committee has recommended that MSUN offer a history major with both teaching and non-teaching options to provide our students a valuable career option, to meet a regional need, and to enhance the reputation of the university. Representatives of the tribal colleges in our region who serve on our Education advisory committee have informed us that increasing numbers of their students who wish to pursue careers in Education are especially interested in secondary education, and that well-trained, knowledgeable and culturally

competent history faculty are in short supply in schools serving the reservations. Education and Social Sciences faculty are aware that the availability of a major in history, and possibility of double-majoring in political science or minoring in NAS, would provide a valuable option for students in those disciplines.

One of the institution's primary roles is to meet regional needs, such as the need for qualified secondary history and political science teachers, in the north central region of the state. The institution also has a special focus on preparing students for careers in education and regional employment and service.

Of Montana's four year institution's only MSUN and UM-Western do not offer both teaching and non-teaching majors in History and or Social Sciences (UM-Western offers a history teaching option and a social science liberal arts option and MSUN only a social science teaching option). In fact, MSUN is in the minority of four year institutions surveyed in the Dakotas, Wyoming and Idaho in offering neither a teaching nor a liberal arts option in history. All four year programs identified offer the same basic foundation courses in history- required United States and World or Western Civilization Surveys, required selective upper division United States topical and then either a General World or particular World Regional focus depending on their faculty's competencies and interests. Regional major institutions do differ in and offer more options for specialized course work; some provide focused tracks such as pre-law for professional school, or regional or topical specific tracks for dedicated preparation for graduate studies. Unlike these more specialized programs, MSUN's proposed non-teaching option is intended to complement study in a range of social science, liberal studies, pre-professional and educational disciplines.

Accreditation. The 5-12 teaching option is subject to review for pedagogical content by NCATE, and for history and Native American cultural competency by the Montana Office of Public Instruction. The pedagogical course content of this proposed option is a professional education core common to all MSUN secondary education programs. Education and Social Sciences faculty consulted state guidelines while planning the proposal to assure that all state standards for initial licensure in History secondary education would be met.

Item

History Major Proposed Curriculum. After approval of the proposed 5-12 teaching option, the curriculum will be submitted to the Board of Public Education for educator licensure approval.

History Major Teaching Option

| Course Prefix | Course Title | Credits |
|-----------------|--------------------------------|---------|
| Hist131 | U.S. Survey 1 | 3 |
| Hist132 | U.S. Survey 2 | 3 |
| Hist 141 | World Survey 1 | 3 |
| Hist 142 | World Survey 2 | 3 |
| Hist 216 | MT History | 3 |
| Hist 301 | U.S. Colonial - Early Republic | 3 |
| Hist302 | 19 th Century U.S. | 3 |
| Hist 303 | 20 th Century U.S. | 3 |
| Hist / Nas 310 | U.S. West | 3 |
| Hist 317 | Modern Europe | 3 |
| Hist / Econ 346 | U.S. Business & Economic | 3 |
| Hist 350 | Asia | 3 |
| Hist 354 | Tech., Civ. & Transportation | 3 |
| Hist / Nas 364 | North American Indians | 3 |
| Hist 374 | Western Intellectual | 3 |
| Hist 39x | Latin America | 3 |
| Hist 39x | Mexico | 3 |
| Hist / Nas 39x | Indians of Latin America | 3 |

Professional Education Core:

| | | |
|-------------|---------------------------------------|----|
| Edpy 215 | Intro. to Ed. Psyc. | 3 |
| Edpy 350 | Educ. & Psyc. of Exceptional Children | 3 |
| Educ 100 | Foundations of Educ. | 3 |
| Educ 300 | Intro. to Curr. Planning & Practice | 3 |
| Educ 321 | Integrating Tech. into Educ. | 1 |
| Educ 376 | Assessment in Educ. | 3 |
| Educ 445 | Teach Rdg., Wrtg. & Critical Think. | 2 |
| Educ 450 | Secondary Teaching Practicum | 12 |
| Educ 455 | Advanced Practicum in Educ. | 3 |
| HPE 235 | Principles of Health & Wellness | 3 |
| Psyc 205 | Human Growth & Development | 3 |
| Soc Sci 325 | Methods Soc. Sci. Teaching | 3 |

History Major Non-Teaching Option

Course Prefix

Same as above except for

Hist 449 Historiography

3

Resources Required.

MSUN employs three full time faculty in the Social Sciences:

Dr. James Edwards, Professor of Economics

Dr. Jaakko Puisto, Assistant Professor of Native American Studies and History

Mr. Jamie Underwood, Assistant Professor of History

No additional full-time faculty would be required to initiate the program. The history faculty has proposed a two year schedule for all required major courses and a four year rotation for all selective / elective courses within the major(s) which can be enhanced by the employment of an adjunct faculty member to teach one narrow topically specific course per summer. The institution would employ a part-time adjunct to meet that need.

No additional faculty will be needed to provide courses in the professional education core for students who elect the teaching option in history.

No plan for expansion of the program within the next five years has been developed. However, the current Social Sciences and history faculty are committed to developing courses in the proposed major for online delivery. If as a result of online availability (or other student demand), courses initially scheduled for alternate year delivery draw sufficient enrollment, those courses will be offered more frequently, and the institution will employ additional faculty to meet that demand.

Additional library resource costs to support the proposed new major are estimated at \$1,000 each year, for collection expansion, journal subscription and acquisition of multi-media materials. In cases of overlap these costs could be shared with the Native American Studies program and the proposed new Political Science major for materials useful to all programs.

Current facilities and equipment are adequate to support the proposed major.

Curriculum Development and Review. The initial proposal for a history major was developed cooperatively by Social Sciences, History and Education faculty, the non-teaching option by history faculty in consultation with Social Sciences, Liberal Studies and Native American studies faculty.

The proposed major has been reviewed and approved by the faculty of the College of Education, Arts and Sciences and Nursing, and by the university curriculum committee, faculty senate and full faculty. The teaching option was also reviewed and approved by the Teacher Education Council prior to review by the curriculum committee, faculty senate and faculty.

If approved by the Board of Regents, the education major in history will be submitted to the Board of Public Education for review and approval for educator licensure. The addition of the history major for MSUN is fully supported by the Office of Public Instruction.

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

| | | | |
|-----------------------|--|-------------------------|--|
| Item No.: | - -R | Date of Meeting: | |
| Institution: | Montana State University-Northern | | |
| Program Title: | History Major, Teaching And Non-Teaching Options | | |

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

The Montana Board of Regents of Higher Education authorizes Montana State University-Northern to award the major in History with a Secondary teaching option and a non-teaching option.

The proposed major with a Secondary teaching option will prepare students who also complete the professional education core with an endorsable major in History for employment as secondary school teachers. The proposed major with teaching option meets all state of Montana requirements for initial secondary (grades 5-12) endorsement in History, and also satisfies federal definitions of the content major in History for "Highly Qualified" secondary teachers.

The proposed major with non-teaching option shares a common core of required courses with the teaching option. This option will allow students to undertake historical study in greater depth at the undergraduate level in anticipation of entering the job market in a history related field or to prepare them for post-baccalaureate studies in history or related fields at graduate or professional schools. It will also allow those who so wish the option of minoring in history and can be linked with the proposed political science major in either option for a mutually supporting and well-rounded double-major.

MONTANA BOARD OF REGENTS
NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

| | |
|---------------------------|---|
| Item No.: - -R | Institution: Montana State University-Northern |
|---------------------------|---|

1. How does this program advance the campus' academic mission and fit priorities?

Teacher preparation has long been a major commitment for MSU-Northern. One of the major ongoing needs is for highly qualified secondary teachers in History and Government. A related commitment is to provide solid and comprehensive knowledge in those fields to undergraduate college students, and prepare those interested for employment in government, the private sector or ongoing graduate or professional education in those or related fields. The proposed program advances these objectives by creating relatively low credit independent majors in history, with both secondary teaching and liberal arts options. The majors will provide comprehensive and concentrated training not currently available in our existing social science teacher education program allowing our students greater educational flexibility and increased professional mobility and marketability without the need for additional discipline specific coursework. Taken alone or together as a double major with the proposed political science major(s) the new history major(s) provide clearly superior opportunities for teaching, employment or graduate school while enhancing and advancing MSUN's institutional mission to serve the needs of Montana students and taxpayers.

2. How does this program fit the Board of Regents' goals and objectives?

This program fits Board of Regents goals and objectives by providing Montana students with expanded opportunities for educational enhancement, professional development, personal fulfillment, and post baccalaureate employment or graduate / professional education. It supplements the existing Social Science Broadfield degree by assuring content mastery of subject matter in history sufficient to meet federal and state regulatory requirements, university accreditation standards and professional licensure without the need for costly and time consuming discipline-specific remedial course work. That in turn will enhance the marketability and employability of our teaching graduates at both the Montana state and national levels and give them a solid foundation for professional advancement. It also adds a non-teaching liberal arts option not currently available within the Broadfield degree that prepares students either for employment or graduate and / or professional education in History or a related discipline. Finally, this program is specifically designed to meet federal requirements for No Child Left Behind, PEPP professional standards, and to lay the foundation for achieving Highly Qualified Teacher status, unlike the existing Social Science Broadfield degree.

3. How does this program support or advance Montana's needs and interests?

Because knowledge of history is necessary to the creation and development of civic-minded and informed citizens it is required of all Montana students during their secondary education. Therefore, the discipline requires an ongoing supply of thoughtful, knowledgeable qualified teachers to replace the attrition of transfers, promotions or retirements. Because the Social Science Broadfield does not offer sufficient required coursework in any single discipline, its graduates are unable to achieve Highly Qualified Teacher status and the accompanying professional mobility and increased economic compensation associated with that designation without costly and time consuming discipline specific remedial coursework. That in turn leads to Montana schools looking outside the state for discipline-qualified teachers, while Montana education graduates find themselves underqualified and disadvantaged in the national educational job market. As previously mentioned the existing degree makes no provision for those who wish to study history as a springboard to the job market, graduate or professional school. This proposal supports and advances the state's needs and interests to provide greater opportunities for Montana students within the Montana higher educational system by offering

them greater flexibility, encouraging them to remain within the state for their education and then retaining them in-state as contributing citizens, professionals and tax-payers after graduation.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

5. What is the program's planned capacity?

- Break-even point? FTE students
- Enrollments / year?
- Graduates / year?
- MT jobs / year? Given the high need for qualified history teachers all graduates would be placed.

6. Resource Allocation:

- Total program budget? \$ N/A
- Faculty FTE?
- Staff FTE? N/A

7. Does this program require new resources? Yes No

If yes, what is the amount? \$ (MSUN social-sciences currently employs one full time historian, one full time faculty member shared 50/50 between Native American Studies and history and one economist / political scientist. The major can be implemented using existing human resources with a slight realignment of the curriculum to reflect regulatory and professional requirements in the areas of United States and World History and the the faculty's areas of expertise. The curricular realignment in expectation of the new majors and their accompanying requirements was begun last year by James Edwards and Jamie Underwood and is in its final stages of implementation this year with the addition of Jaakko Puisto to the department. Additional flexibility in the areas of curricular offerings, student needs and staffing can be enhanced and covered either by the occasional use of an adjunct at current compensation of \$600 per credit hour for \$1,800 per course, or teaching on-line courses, overloads and or directed studies on the part of existing faculty members. However, all base requirements for the program(s) can be implemented within existing curricular, staffing and budgetary levels without recourse to any of the above mentioned options for additional enhancement / refinement.)

8. How will the campus fund the program?

(The projected enrollment will support any additional expenditures if needed. It should also be noted, that while the full major will be offered at the institution's Havre campus, the History faculty has begun preparations to offer required history courses at the 100 and 200 level on-line; a commitment of the current faculty. Additional revenues can be projected from this environment.)i

9. If internal reallocation is necessary, name the sources.

The interoperability of the existing Social Sciences faculty in the areas of History, Political Science, Economics and Native American Studies is sufficient to support the program. Program offerings can be enhanced by the occasional use of adjuncts and or directed studies.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Dean [Signature] Date 2/25/08
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
HIS 301 here does not match current theory, pedagogy or text frameworks. Revision will align course with contemporary historiography and organization. Will allow incorporation new interpretations & an inclusive view of U.S. History (race/ethnicity/gender); a broader interdisciplinary perspective on early U.S. History from pre-Columbian era to late 1700's. Revision will streamline core upper division U.S. history courses by eliminating redundant courses, realigning course rotation & allowing new supporting courses necessary to an independent history major for liberal arts and education options students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 02/05/08

Course Prefix & No.: HIST 301

Course Title: Colonial America to 1800

Credits: 3

Required by: SS Broadfield; B.A. in History w / Teaching Option; B.A. in History Non-Teaching Option

Selective in: Liberal Studies

Elective in: Liberal Studies

General Education: CAT V History

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): see P. 157 in 2007-2008 Catalog

Proposed or New Catalog Description (include all prerequisites): HIST 301 An examination of the social, cultural, economic and political conditions of America from the pre-Columbian / pre-historical era to 1800. Will present an introduction and overview of the pre-Columbian background to U.S. history, concentrate on the Colonial foundations of nation building and examine key factors of Revolutionary & Independence Era.

Course Outcome Objectives: Refinement and application of analytical thinking skills in regard to American historical interpretations; intensive practice of written and verbal communication skills; broad perspective of early U.S. history including- inclusive narratives; non-traditional & revisionist paradigms; and interdisciplinary approaches, models and tools of historiographical interpretation and deduction.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. At least part time access to wired classroom with PowerPoint and Internet capabilities and purchase of some supplemental audio-visual materials.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Signature
Dean [Signature] Signature (indicates "college" level approval)
Date 2/25/08

Please provide a brief explanation & rationale for the proposed revision(s):

HIST 303 here doesn't match traditional breakdown as taught at many schools & most text design. Revision will bring the course into line with current methodology, pedagogy & textual frameworks. Allows incorporation of current trends in historiography & a more inclusive view of U.S. History (race/ethnicity/gender); opens up an interdisciplinary approach to major problems in Modern U.S. History. Will allow reorganization of core upper division U.S. history courses by realignment eliminating redundant courses; streamlining course rotation & introduction of new courses necessary for creation of history major capable of meeting needs of liberal arts and education option students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 02/05/08

Course Prefix & No.: HIST 303

Course Title: Modern U.S. - 1900 to Present

Credits: 3

Required by: SS Broadfield; B.A. in History w / Teaching Option; B.A. in History Non-Teaching Option

Selective in:

Elective in:

General Education:

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): see P. 157 in 2007-2008 Catalog

Proposed or New Catalog Description (include all prerequisites): HIST 303 An examination of social, cultural, economic and political conditions in U.S. from 1900 to the present. Presents an introduction of themes and overview of events crucial to the creation & shaping of Modern America in 20th & 21st century. Major topics include (but not limited to) Global Engagement; Progressivism; WW1; Roaring 20's; Depression; WW2; Cold War; and New World Order- Globalization, 9/11 & GWOT.

Course Outcome Objectives: Refinement and application of analytical thinking skills in regard to American historical interpretations; intensive practice of written and verbal communication skills; broad perspective of Modern U.S. History including- inclusive narratives; non-traditional & revisionist paradigms; and interdisciplinary approaches, models and tools of historiographical interpretation and deduction.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. At least part time access to wired classroom with PowerPoint and Internet capabilities and purchase of some supplemental audio-visual materials.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter _____

Signature

Dean _____

Signature (indicates "college" level approval)

Date _____

2/25/08

Please provide a brief explanation & rationale for the proposed revision(s):
HIST 305 U.S. WW2 through the Present- as taught here does not match the traditional course breakdown as it is taught at most schools and most texts are designed for. This course can be folded into a revised HIST 303 (see attached proposal for HIST 303) eliminating a redundant course & allowing us to realign our upper division core courses within the major. This reorganization will eliminate a redundant course, streamline our rotation & allow the introduction of new courses necessary to support a proposed independent history major capable of meeting the academic requirements and professional needs of students enrolled in either teaching or liberal arts tracks as well as sustaining our existing social science broad-field majors.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIST 305

Course Title: WW2 through Present

Credits: 3

Required by: N/A

Selective in: N/A

Elective in:

General Education:

Lecture: N/A

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

See HIS 305 on P. 157 of 2007-2008 catalog.

Proposed or New Catalog Description (include all prerequisites):

N/A

Course Outcome Objectives:

N/A

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. N/A

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X _____ FOR INFORMATION ONLY _____

College A & S Program Area Social Sciences Date 02/05/08

Submitter [Signature] Dean [Signature] Date 2/25/08
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): Change methodology and pedagogy to keep up with current research and change approach to better reflect course contents. Change number & name on HIST 310 & dual list as NAS. Currently is NAS requirement but not dual listed. Cannot be dual listed at current number because of already existing NAS course. Will clear up confusion on part of students & streamline catalog listing & course rotation for both HIST & NAS.

Please provide the following information:

College: A & S

Program Area: HIST & NAS

Date: 02/0508

Course Prefix & No.: HIST 3XX (existing 310)

Course Title: History of the American West

Credits: 3

Required by: NAS Minor

Selective in: SS Broadfield; proposed History major both tracks; Liberal Studies

Elective in: Same as above.

General Education: CAT V HIST; CAT VI NAS

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites): See HIST 310 P. 157 in 2007-2008 catalog.

Proposed or New Catalog Description (include all prerequisites):

Study of the Western U.S. from colonial era to present emphasizing multiple frontiers and interaction of multiple peoples and cultures in defining the region.

Course Outcome Objectives: objective is to provide a broad knowledge of the American West with appreciation of multiple ethnicities and their struggles and interaction to create a region in

which we live. Understanding multiple emphases in our region's history is crucial for any formed citizen.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Text, readers, some video supplements; tech support to include access to Powerpoint and the Web.

Updated 09/29/05

COURSE REVISION FORM

NEW DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S Program Area Social Sciences Date 02/13/08

Submitter [Signature] Signature Date 2/25/08
Dean [Signature] Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
Previously existing course. Dropped from 06-07 catalog. Supports SS Broadfield & proposed History major. Offers relevant Cat V option to our COTS majors. Broadens our world history offerings. Offers additional CAT X offering to non-technical majors.

Please provide the following information:

College: A & S

Program Area: Social Sciences (HIST)

Date: 02/13/08

Course Prefix & No.: HIST 354

Course Title: History of Technology & Transportation

Credits: 3

Required by: SS Broadfield; proposed History Major (Teaching & Non-Teaching)

Selective in: SS Broadfield; History Major both tracks

Elective in: Ss broadfield; History Major both tracks

General Education: Cat V History; Cat X Technology

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Please see course description 05-06 Catalog pg. 147.

Proposed or New Catalog Description (include all prerequisites):

Please see course description 05-06 Catalog pg. 147.

Course Outcome Objectives:

Historical knowledge of origins, evolution & impact of tech. & transport on world civilization.

Application of tech. & transport's role to problem solving & communication.

Analysis of ethical, legal & social issues stemming from changes in tech. & transport.

Practice & hone reading, writing & analytical thinking skills appropriate to MSUN upper-division.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Within existing staffing, budget facilities & resource allocations.

Updated 09/29/05

COURSE REVISION FORM

NEW_ ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Signature Dean [Signature] Signature (indicates "college" level approval) Date 2/25/08

Please provide a brief explanation & rationale for the proposed revision(s):

HIS 302 here doesn't match current breakdown for teaching & text organization. Revision brings course in line with contemporary theory, pedagogy & text frameworks. Allows incorporation of current historiography; a more inclusive approach to U.S. History (race/ethnicity/gender) & interdisciplinary analysis of problems in 19th century history. Renovates core upper division U.S. history courses by eliminating redundancy, streamlining rotation & introducing new supporting courses necessary for independent history majors to meet needs of liberal arts and education options students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 02/05/08

Course Prefix & No.: HIST 302

Course Title: 19th Century U.S.

Credits: 3

Required by: SS Broadfield; B.A. in History w / Teaching Option; B.A. in history Non-Teaching Option

Selective in: Liberal Studies

Elective in: Liberal Studies

General Education: CAT V HIST

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): see P. 157 in 2007-2008 Catalog

Proposed or New Catalog Description (include all prerequisites): HIST 302 An examination of the social, cultural, economic and political conditions of 19th century U.S. Covers the Age of Jefferson through the Populist revolt and emergence of US on the World Stage. Some topics are Jefferson; Jackson; Secession, Civil War & Reconstruction; West & Frontier; & late 1800's transformations. No prerequisites.

Course Outcome Objectives: Refinement and application of analytical thinking skills in regard to American historical interpretations; intensive practice of written and verbal communication skills; broad perspective of “Middle Period” U.S. history including- inclusive narratives; non-traditional & revisionist paradigms; and interdisciplinary approaches, models and tools of historiographical interpretation and deduction.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. At least part time access to wired classroom with PowerPoint and Internet capabilities and purchase of some supplemental audio-visual materials.

Updated 09/29/05

COURSE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College A & S Program Area Social Sciences Date 02/05/08

Submitter: [Signature] Signature
Dean: [Signature] Signature (indicates "college" level approval) Date 2/25/08

Please provide a brief explanation & rationale for the proposed revision(s): Course previously existed & taught as HIST 317. Dropped due to lack of qualified staffing. Fits Dr. Puisto's subfield & interest. Will broaden non-US offerings for SS Broadfield; proposed History majors; Exposes students to international and intercultural outlook distinct from catalogs current US-centric focus.

Please provide the following information:

College: A & S

Program Area: Social Sciences

Date: 02/05/08

Course Prefix & No.: HIST 3xx (previously HIST 317)

Course Title: 20th Century Europe

Credits: 3

Required by: Six hours upper division non-US in proposed History major liberal arts track.

Selective in: SS Broadfield; proposed History majors both tracks; Liberal Studies

Elective in: Same as above

General Education: CAT V HIST

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites): N/A

Proposed or New Catalog Description (include all prerequisites): This course is a study of the history of 20th century Europe with emphasis on the two world wars; the isms of Communism, Fascism and Nazism; and finally the course looks into the founding and development of the European Union. No prerequisites.

Course Outcome Objectives: Objective is to provide a non-U.S. elective for the SS Broadfield, proposed History majors and Liberal Studies. Students should learn understanding of modern European history, how traditional nation-states have faced formidable change and how recent Western European unification process has affected lives of citizens of European nations.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Text; readers; supplemental videos; tech access to Powerpoint and Web.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Dean [Signature] Date 2/25/08
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

POL 344 / HIST 344 is a revision to the existing POL International Relations course in support of the SS Broadfield, proposed History majors and Liberal Studies. Sciences faculty. Course is required SS Broadfield but only available independent study on-demand (current enrollment averages 5 I/S per year). Revision will maximize human resource allocation (all 3 instructors can teach on rotation) & guarantee timely availability for majors. It will integrate into, support and broaden existing curriculum in POL & additional course option with designation as HIST cross-list. Examines international relations through interdisciplinary prism of historical evolution & adaptation of nation-state, international relations & diplomacy & analysis of causal determinants (social, cultural, economic, geographic, etc.) to specific historical problems in the field. Adds new global-focused upper division selective / elective course to our existing offerings in HIST.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 02/08/05

Course Prefix & No.: POL 344 & HIST 344

Course Title: International Relations & Diplomacy

Credits: 3

Required by: SS Broadfield; B.As. in History & Political Science teaching tracks.

Selective in: B.As. in POL & HIST (non-teaching option); Liberal Studies.

Elective in: SS Broadfield; HIST (non-teaching); Liberal Studies.

General Education: CAT IV SOCSCI; CAT V HIST; CAT VI Diversity

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): See POL 344 P. 173 in 2007-2008 catalog.

Proposed or New Catalog Description (include all prerequisites):

POL 344 / HIST 344 An interdisciplinary overview of history & evolution of sovereignty, nation-state, diplomacy & international relations. Analysis of impact of causal factors & determinants as applied to specific problems drawn from historical examples. No prerequisites.

Course Outcome Objectives:

Familiarity with origins, evolution & history of sovereignty, nation-state system, diplomacy & international relations. Apply analytical thinking skills to specific historical problems in field. Understanding of nature & functioning of broad traditions that govern international relations & diplomacy. Cultivate intercultural communication & comprehension skills.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Primary text plus supplemental videos & readers as needed. On-demand technology access to Power point and web.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Signature
Dean Jane Horgan Signature (indicates "college" level approval)
Date 2/25/08

Please provide a brief explanation & rationale for the proposed revision(s):

HIST 3XX is proposed to support the SS Broadfield and proposed history majors. It adds another option to the CAT VI Cultural Diversity General Education requirement. HIST 3XX would supersede or supplement the existing HIST 350 Modern Asia can't be offered (hasn't been offered in 5 years). Broadens upper division offerings in non-U.S. courses; exposes education majors to cultural diversity and globalization; gives liberal arts majors better preparation for GRE, grad school or workforce. Selected Latin America as non-U.S. focus due to- pedagogical preparation, professional experience and personal background; fits existing staff and budgetary limits. Critical importance of region to U.S. interests. Demonstrate MT's & Montanans connections to forces of globalization. Provide familiarity with other peoples, cultures and histories; make good citizens of global village.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 02/05/08

Course Prefix & No.: HIST3XX

Course Title: Introduction to Latin America

Credits: 3

Required by: 6 Credits 300 level World History proposed new major both options / tracks.

Selective in: SS Broadfield; B.A. in HIS (Liberal Arts & Teaching Options)

Elective in: Social Science Broadfield

General Education: CAT IV SocSci; CAT V Hist; CAT VI Cultural Diversity

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): N/A- proposed new offering

Proposed or New Catalog Description (include all prerequisites):

HIST 3XX A thematic and geographical overview of the region from 1900 to the present. Includes an introduction to the physiography, climate, peoples and history of the region.

Highlights current topics of importance including authoritarianism; economic integration; drug smuggling; guerillas & terrorism; population growth & immigration among others.

Course Outcome Objectives:

The course will provide knowledge of the people and understanding for the problems and potential of the region to our students, as well hopefully erase or correct stereotypes and build sympathy and understanding- intercultural communication. It will introduce, highlight and explain the growing interconnectivity of the hemisphere's nations- interdependency & globalization. Finally, we will examine the impact that the region, its peoples and their problems are having on the U.S. and the changes taking place and controversies unleashed in this country because of our geographical proximity, economic interdependence and clashing cultures. The course will emphasize basic skills including analytical thinking and written and verbal communication.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Supplemental accompanying video set The Americas located in MSUN library. Classroom with TV, Internet connectivity and PowerPoint capability.

Updated 09/29/05

COURSE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College Arts & Sciences Program Area Social Sciences- HIST & NAS Date 02/05/08

Submitter: 

Signature

Dean: 

Signature (indicates "college" level approval)

Date 2/25/08

Please provide a brief explanation & rationale for the proposed revision(s):

HIST / NAS 3XX Indians of Latin America is proposed to support existing SS Broadfield; proposed History majors; NAS minor; Liberal Studies. Adds option for Category VI Cultural Diversity requirement. Broadens limited non-U.S. history offerings & expands NAS offerings into neighboring, interconnected cultural region. Exposes education majors to non-European cultures, prepares them for world history Praxis exam; introduces them to Native American history, culture & achievements. Introduces intercultural communications. Implements & complements MT OPI and CHE guidelines on Indian Education for All & PEPPS standards. Course is a logical extension / supplement to NAS. Highlight interrelationship of hemisphere's indigenous peoples.

Please provide the following information:

College: Arts & Sciences

Program Area: Social Sciences- HIST & NAS

Date: 02/05/08

Course Prefix & No.: HIST 3XX / NAS 3XX

Course Title: Indians of Latin America

Credits: 3

Required by: 6 hours upper division world history in proposed major.

Selective in: SS Broadfield; NAS minor; proposed major both tracks.

Elective in: SS Broadfield; NAS minor; proposed major both tracks.

General Education: Category VI Cultural Diversity.

Lecture: 100 %

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

N/A new course proposal. No prerequisites.

Proposed or New Catalog Description (include all prerequisites):

An interdisciplinary overview of the geography, peoples, history & culture of the advanced Western Hemisphere Native American civilizations from the Neolithic to the Conquest. Traces evolution in of civilization in Andean & Mesoamerica from mother cultures to the Incas and Aztecs. Examines impact of Conquest on indigenous peoples, their legacy to the region & roles in modern day Latin American society. No prerequisites.

Course Outcome Objectives:

Interdisciplinary introductory knowledge of Western Hemisphere's most advanced indigenous civilizations. Analytical thought on their impact on the hemisphere and world's impact on them. Intercultural communication- correct or erase stereotypes, cultivate cross-cultural understanding. Highlight interrelationship of Indian experience in both regions of the hemisphere; problems confronting the "High Civilizations" descendants in modern Latin America and place them in comparative perspective with those of their North American kin. Instill knowledge of & pride in the achievements of the regions indigenous inhabitants. Basic skills to be practiced include cultural comprehension, analytical thinking and written and verbal communication.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Instructional resources needed include whiteboard, overhead projector or ELMO, TV, DVD / VCR, Power Point capability and occasional access to an internet connection.

Updated 09/29/05

COURSE REVISION FORM

NEWX _____ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Social Sciences- History Date 02/05/08

Submitter [Signature] Dean [Signature] Date 2/25/08
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
HIST 3XX History of Mexico is designed to support SS Broadfield; proposed History majors; Liberal Studies. Adds option to Category VI Cultural Diversity requirement. Broadens limited non-U.S. history offerings. Preps education majors for Praxis World History exam. Prepares graduates to teach, interact & communicate with cultural diversity. Increases world history choices for non-teaching history and Liberal Studies majors as preparation for professional exams; grad school; workforce. Mexico selected because of professional, pedagogical & personal knowledge & preparation. Illustrate impact of southern neighbor even here. Need to build awareness of connectivity; increase intercultural communication; promote toleration. course.

Please provide the following information:

College: Arts & Sciences

Program Area: Social Sciences- History

Date: 02/05/08

Course Prefix & No.: HIST 3XX

Course Title: History of Mexico

Credits: 3

Required by: Upper Division Selective / Elective for existing Social Science Broadfield & proposed History majors. Can also meet Category VI General Education Cultural Diversity requirements.

Selective in: Existing Social Science Broadfield and proposed History majors.

Elective in: Existing Social Science Broadfield & proposed History majors

General Education: Category VI Cultural Diversity.

Lecture: 100 %

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

N/A new course proposal. No prerequisites.

Proposed or New Catalog Description (include all prerequisites):

An introduction to and overview of the geography, peoples, history & cultures of Mexico from the pre-Columbian era to the present day. Special emphasis on the pre-Columbian High

civilizations of indigenous Mexico, modern Mexico from the Porfiriato to the present and key issues in the U.S.-Mexico bilateral relationship. No prerequisites

Course Outcome Objectives:

This course will provide knowledge of the problems confronting our southern neighbor, understanding for the people of Mexico, and insight into emerging problems in the bilateral relationship between the U.S. and Mexico. It will correct or erase stereotypes, cultivate cross-cultural understanding, and highlight interdependence within the hemisphere. It will also illustrate the impact on the U.S. because of its proximity to Mexico and the problems arising in this country as Mexico's problems spill across the international border. Basic skills to be practiced included cultural comprehension, analytical thinking and written and verbal communication.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Instructional resources needed include whiteboard, overhead projector or ELMO, TV, DVD / VCR, Power Point capability and occasional access to an internet connection.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 02/05/08

Submitter [Signature] Dean [Signature] Date 2/25/08
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

The B.A. in History w/ Teaching Option major will create a program with two distinct tracks- liberal arts and teaching. The different pedagogical needs and requirements of students destined to teach in the secondary classroom necessitate the creation of a capstone course designed for education majors in either or both the Social Science Broadfield or proposed History with teaching option programs. Historiography (HIST 449) is a theoretical course that is a fundamental prerequisite for those seeking to continue historical study in graduate or professional school but has little application to the needs of middle and secondary classroom teachers. Those pursuing the proposed History with Teaching option and SS Broadfield majors need a more applied, practical and "hands on" course designed to fundamentally ground them in the history and philosophy of education while providing background and context to the development of the American educational system. At present, such a course does not exist. If we initiate the History teaching option it is a necessity and without it is still better suited to the needs of our SS Broadfield students. It will become the capstone for all SS Broadfield and proposed History majors in the Teaching Option in place of Historiography (HIST 449). HIST 449 will remain the capstone for all Liberal Arts track majors in the proposed History major, with History and Philosophy of Education available to them as an upper division selective within the major.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences & Education

Date: 02/08/05

Course Prefix & No.: HIS 4XX & EDU 4XX

Course Title: History & Philosophy of Education

Credits: 3

Required by: SS Broadfield; B.A. in History (Teaching Option)

Selective in: B.A. in History (Liberal Arts Option)

Elective in: all education tracks and options except History and Social Sciences (required)

General Education:

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites): N/A- proposed new offering

Proposed or New Catalog Description (include all prerequisites):

HIST 4XX / EDU 4XX Upper division overview of history of education from antiquity to present with particular emphasis on history & development of educational philosophy and evolution of pedagogy in U.S. from colonial times to 21st century. Required capstone for all SS Broadfield and History (teaching option) majors. Elective capstone for Liberal Studies. Prerequisite for lower division students instructors' permission.

Course Outcome Objectives:

Provide a practical introduction to future teachers at secondary and primary levels on the general history of education through time; familiarize them with the development of the American philosophy of education and educational system; and demonstrate, practice and critique hands on application and integration of that knowledge in the classroom.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Primary text plus supplemental videos & readers as needed. Access to classroom w/ PowerPoint capability and Internet connectivity.

Updated 09/29/05