

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 12-73  
 LSC Action-Date: \_\_\_\_\_ UWUCC Action-Date: HP-3/12/13 Senate Action Date: App-3/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Alan Baumler</b>	Email Address <b>baumler@iup.edu</b>
Proposing Department/Unit <b>History</b>	Phone <b>357-4066</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

3. Other Designations, as appropriate

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name: Bachelor of Science in Education -- Social Studies Education/History Track

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	11-13-12
Department Chairperson(s)	<i>[Signature]</i>	11-13-12
College Curriculum Committee Chair	<i>[Signature]</i>	11-19-12
College Dean	<i>[Signature]</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>[Signature]</i>	
Additional signature (with title) as appropriate	<i>Edel Reilly, DECC Assoc Chair</i>	11/26/12
UWUCC Co-Chairs	<i>Gail Schust</i>	3/13/13



Received  
 MAR 13 2013  
 Liberal Studies

Received  
 DEC 3 2012  
 Liberal Studies

## **Part II. Description of Curriculum Change**

### **1a. Catalog Description of Revised Program**

Programs in history are designed to give students an opportunity to study in some depth the past story of peoples and their world. Degrees offered by the History Department are the Bachelor of Arts degree with a major in History and the Bachelor of Science in Education with a major in Social Studies, concentrating in history. The social studies education program prepares students to teach at the junior- and senior-high school levels.

The history student will find that the program is excellent preparation for government service, for pre-law training, for broad business opportunities, for work in varied fields of journalism, for public history positions, and for teaching. Not only the story of the people of the United States but also that of other peoples is covered, in the belief that global historical understanding is essential for the future of civilization.

Requirements for the degree of Bachelor of Arts degree with a major in History are 39 credits in history. Requirements for the degree of Bachelor of Science in Education with a major in Social Studies, concentrating on history, are a minimum of 30 credits in history within the 57 credits required for social studies certification. To minor in history, 18 credits of courses with an HIST prefix are required, with at least 6 credits taken at the 300 or higher level. No more than 9 credits may be transferred into the minor from another university. For majors in history programs, courses in history in Liberal Studies are applicable only if numbered 300 or higher. All programs should be planned with an advisor. Every major and concentrate in history will be advised by History department faculty members.

Every student should consider admission to HIST 482 and 483, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and study abroad programs, and other activities. The department is committed to the ideal of a broad liberal arts education.

## 1b. List of Courses and Credits for the Revised Program Bachelor of Science in Education–Social Studies Education/History Track (\*)

### Bachelor of Science in Education–Social Studies Education/ History Track (\*)

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	43
<b>Humanities-History:</b> fulfilled by required courses in major	
<b>Mathematics:</b> 3cr	
<b>Social Science:</b> ANTH 110, ECON 121, and PSYC 101	
<b>Liberal Studies Electives:</b> 6cr, ECON 122, GEOG 230, no courses with HIST prefix	
<b>College:</b>	35
3 additional credits of MATH 101 level or above 3cr (in addition to Liberal Studies MATH) (1)	
<b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr	
<b>Professional Education Sequence:</b> CHSS 342 Social Studies Teaching Lab 1cr EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	30
<b>Major:</b>	30
<b>Foundation Courses: (2)</b> HIST 201 Western Civilization Before 1600 3cr HIST 202 Western Civilization Since 1600 3cr HIST 204 United States History to 1877 3cr HIST 205 United States History Since 1877 3cr	
<b>Research Courses:</b> HIST 295 Introduction to Historical Studies 3cr HIST 395 Introduction to Historical Methods 3 cr HIST 401-404 Topics (3) 3cr	
<b>Controlled Electives: 9cr</b> One Non-Western History course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level One United States History course at the 300 or 400 level One History course at the 300 or 400 level	
<b>Social Science Distribution:</b>	12
GEOG XXX 200-level or higher Geography course 3cr PLSC 111 American Politics 3cr PLSC 280 Comparative Government I: Western Political Systems <i>or</i> PLSC 285 Comparative Government II: Non-Western Political Systems 3cr SOC 337 World Societies and World Systems <i>or</i> SOC 362 Racial and Ethnic Minorities <i>or</i> SOC 231 Contemporary Social Problems 3 cr	
<b>Total Degree Requirements:</b>	120
<p>(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach Education/History majors must apply for Social Studies Education certification.</p> <p>(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 101 level or above.</p> <p>(2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.</p> <p>(3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.</p>	

## 2. Summary of Changes--a. Table Comparing Old and New Programs

<b>Bachelor of Science in Education--Social Studies Education/History Track (*)</b>		<b>Bachelor of Science in Education--Social Studies Education/History Track (*)</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	43	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	43
<b>Humanities-History:</b> fulfilled by required courses in major		<b>Humanities-History:</b> fulfilled by required courses in major	
<b>Mathematics:</b> 3cr		<b>Mathematics:</b> 3cr	
<b>Natural Science:</b> Option II		<b>Social Science:</b> ANTH 110, ECON 121, and PSYC 101	
<b>Social Science:</b> ANTH 110, ECON 121, PSYC 101		<b>Liberal Studies Electives:</b> 6cr, ECON 122, GEOG 230, no courses with HIST prefix	
<b>Liberal Studies Electives:</b> 6cr, ECON 122, GEOG 230, no courses with HIST prefix		<b>College:</b>	35
<b>College:</b>	35	3 additional credits of MATH 101 level or above 3cr (in addition to Liberal Studies MATH) (1)	
<b>Preprofessional Education Sequence:</b>		<b>Preprofessional Education Sequence:</b>	
COMM 103 Digital Instructional Technology 3cr		COMM 103 Digital Instructional Technology 3cr	
EDSP 102 Educational Psychology 3cr		<b>Professional Education Sequence:</b>	
<b>Professional Education Sequence:</b>		CHSS 342 Social Studies Teaching Lab 1cr	
CHSS 342 Social Studies Teaching Lab 1cr		EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr		EDEX 323 Instruction of English Language Learners with Special Needs 2cr	
EDEX 323 Instruction of English Language Learners with Special Needs 2cr		EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr	
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr		EDUC 242 Pre-Student Teaching Clinical Experience I 1cr	
EDUC 242 Pre-Student Teaching Clinical Experience I 1cr		EDUC 342 Pre-Student Teaching Clinical Experience II 1cr	
EDUC 342 Pre-Student Teaching Clinical Experience II 1cr		EDUC 441 Student Teaching 12cr	
EDUC 441 Student Teaching 12cr		EDUC 442 School Law 1cr	
EDUC 442 School Law 1cr		EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	
EDUC 455 Teaching of Social Studies in Secondary Schools 3cr		<b>Major:</b>	30
<b>Major:</b>	27	<b>Foundation Courses: (2)</b>	
<b>Foundation Courses: (2)</b>		HIST 201 Western Civilization Before 1600 3cr	
HIST 201 Western Civilization before 1600 3cr		HIST 202 Western Civilization Since 1600 3cr	
HIST 202 Western Civilization since 1600 3cr		HIST 204 United States History to 1877 3cr	
HIST 204 United States History to 1877 3cr		HIST 205 United States History Since 1877 3cr	
HIST 205 United States History since 1877 3cr		<b>Research Courses:</b>	
<b>Research Courses:</b>		HIST 295 Introduction to Historical Studies 3cr	
HIST 200 Introduction to History 3cr		HIST 395 Introduction to Historical Methods 3 cr	
HIST 401-404 Topics (3) 3cr		HIST 401-404 Topics (3) 3cr	
HIST 401-404 Topics (3) 3cr		<b>Controlled Electives: 9cr</b>	
<b>Controlled Electives: 9cr</b>		One Non-Western History course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level	
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One United States History course at the 300 or 400 level		One History course at the 300 or 400 level	
One History course at the 300 or 400 level		<b>Social Science Distribution:</b>	12
<b>Social Science Distribution:</b>	12	GEOG XXX 200-level or higher Geography course 3cr	
GEOG XXX 200-level or higher Geography course 3cr		PLSC 111 American Politics 3cr	
PLSC 111 American Politics 3cr		PLSC 280 Comparative Government I: Western Political Systems <i>or</i>	
PLSC 280 Comparative Government I: Western Political Systems <i>or</i>		PLSC 285 Comparative Government II: Non-Western Political Systems 3cr	
PLSC 285 Comparative Government II: Non-Western Political Systems 3cr		SOC 337 World Societies and World Systems <i>or</i>	
SOC 337 World Societies and World Systems <i>or</i>		SOC 362 Racial and Ethnic Minorities <i>or</i>	
SOC 362 Racial and Ethnic Minorities <i>or</i>		SOC 231 Contemporary Social Problems 3cr	
SOC 231 Contemporary Social Problems 3cr		<b>Free Electives:</b>	
<b>Free Electives:</b>	3	<b>Total Degree Requirements:</b>	120
<b>Total Degree Requirements:</b>	120	(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, Education/History majors must apply for Social Studies Education certification.	
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, Education/History majors must apply for Social Studies Education certification.		(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 101 level or above.	
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## **2b. List of Associated Course Changes**

- This program revision adds two new required courses (HIST 293 and HIST 393) and removes an existing course (HIST 200). It also stipulates that the additional MATH course required to BSED majors has to be at or above the 101 level.

Added courses:

- HIST 295 (3 cr) Introduction to Historical Studies
- HIST 395 (3 cr) Introduction to Historical Methods

Removed course:

- HIST 200 (3 cr) Introduction to History

Changed specification regarding the additional MATH course required of BSED majors:

- 3 additional credits of MATH 101 level or above

## **3. Rationale for Change**

The existing course, HIST 200, has traditionally served as an introduction to the field of history. The course is intended to acquaint students with various sources of historical knowledge and guide them in an evaluation of such sources, provide them with an understanding with historiography and different types of history, and introduce them to the sources and methods of historical research. In addition, the course has also been expected to help students identify different career paths they may pursue with a degree in History. As a pre-requisite for the research-focused Topics 40X course, HIST 200 is also expected to introduce students to the skills necessary for research and various types of historical writing.

The department recognizes the difficulty of doing all of that within one 3-credit course. This is the primary rationale for introducing two new courses – HIST 295 and HIST 395 – to take the place of HIST 200.

This change will also allow the instructor in HIST 295 to place greater emphasis on preparing students in the basics of reading, analyzing, and evaluating historical texts, writing history essays, and introducing students to career options for which an undergraduate degree in History prepares them. In a time when students and parents increasingly want to know how a particular degree can prepare them for the workplace, the History department believes that it should at least get majors thinking about their career options and introduce them to practitioners in careers associated with a History degree. HIST 395 will then hone the skills that students have developed in HIST 295 and familiarize students with historiography and historical methods. In this second course, designed as a colloquium organized around a topic of the instructor's choice, students will be expected to develop further historical research and writing skills.

Clarification has been provided regarding the Pennsylvania Department of Education requirement for the additional 3-cr. Math course for students in teacher education programs. The additional 3-cr. Math course has to be a college-level course at or above the 101 level.

## **Part III: Implementation**

### **1. How will the proposed revision affect students already in the existing program?**

There will be no effect on students already in the program. Those students admitted to the major after the curriculum change has taken effect will be expected to complete the new requirements.

### **2. Are faculty resources adequate?**

Faculty resources are adequate. We will be able to offer HIST 295 without additional faculty due to several factors: 1) we can put more of our upper-division courses into longer rotations (eg., shifting from annual to alternate-year offerings). 2) we have increased our winter and summer online offerings of HIST 196/7/8 and this has helped reduce fall/spring demand; 3) faculty who have been involved in commitments outside of the department are ending those commitments or are moving them to summer offerings (such as HIST 251), which will also free up faculty resources. Preparation and workload for this course will be assigned in the same manner as all other departmental courses.

HIST 395 will fill the same spot in the department rotation as HIST 200. We currently offer 4 sections of HIST 200 a year.

### **3. Are other resources adequate? (Space, equipment, supplies, travel funds)**

Resources are adequate.

### **4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?**

The size of the program will not be affected by these changes.

## **Part IV: Periodic Assessment**

**Departments are responsible for an ongoing review of curriculum. Include information about the plan for program evaluation.**

### **1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation.**

Several direct and indirect measures will be used to evaluate the revised program's effectiveness. These include: 1) Formal and informal discussions of department faculty; 2) Periodic assessment of HIST 295, HIST 395, and the HIST 40X Topics courses; 3) Student portfolios; 4) Praxis II test scores; and 5) NCATE / NCSS accreditation.

### **2. Specify the frequency of the evaluations**

Course-related data will be collected in the semesters that those courses are taught. Data will be analyzed annually. It will be used by faculty in the decision making process during meetings and retreats in which curricular issues are discussed and resolved. Program faculty (i.e. those who teach SSED pedagogy courses) will meet semi-annually and as needed.

### **3. Identify the evaluating entity**

Regular evaluation will be carried out by faculty in the Department of History. As needed, the Chair may convene a departmental assessment committee to coordinate the assessment efforts. As part of NCATE accreditation, the program is also subject to review by the National Council of Social Studies; the Social Studies Education Coordinator will coordinate this process.