

For Academic Programs Office Use Only
R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM History

Discipline

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Bachelor of Arts in History

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes No If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline/Unit	Signature <input type="checkbox"/>	Date	<input type="checkbox"/> Support <input type="checkbox"/> Oppose
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Discipline/Unit	Signature <input type="checkbox"/>	Date	<input type="checkbox"/> Support <input type="checkbox"/> Oppose

1. Jill Watts 5/16/2017 2. Camron Jam 5/16/17
 Originator (Please Print) Date Program/ Department Director/Chair Date

APPROVAL PROCESS

3. [Signature] 10/31/17 4. [Signature] 10/31/17
 College Curriculum Committee^ Date College Dean (or Designee)* Date

5a. Date 5b. Date
 University Curriculum Committee^ Date Budget and Long-Range Planning Committee (if applicable)^ Date

6. _____ Date 7. _____ Date
 Academic Senate Date Provost (or Designee) Date

8. _____ Date 9. _____ Date
 President Date Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.



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PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM History

Discipline

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Bachelor of Arts in History, Single Subject Waiver

This form is the signature sheet for a change to, or deletion of, an existing program.
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Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support	_____ Oppose
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Discipline/Unit	Signature	<input type="checkbox"/>	Date	_____ Support	_____ Oppose

1. <u>Jill Watts</u> <u>5/16/2017</u> Originator (Please Print) Date		2. <u>[Signature]</u> <u>5/16/17</u> Program/ Department - Director/Chair Date
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APPROVAL PROCESS

3. <u>[Signature]</u> <u>10/31/17</u> College Curriculum Committee^ Date		4. <u>[Signature]</u> <u>10/31/17</u> College Dean (or Designee)* Date
5a. _____ <input type="checkbox"/> _____ University Curriculum Committee^ Date		5b. _____ <input type="checkbox"/> _____ Budget and Long-Range Planning Committee (if applicable)^ Date
6. _____ _____ Academic Senate Date		7. _____ _____ Provost (or Designee) Date
8. _____ _____ President Date		9. _____ _____ Date to Chancellor's Office (if applicable)

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HISTORY**Office:**

Markstein Hall, Room 226

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(760) 750-4152

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Carmen Nava, Ph.D.

Faculty:

Ibrahim Al-Marashi, Ph.D.
 Jeffrey Charles, Ph.D.
 Darel Tai Engen, Ph.D.
 Katherine Hajar, Ph.D.
 S. Deborah Kang, Ph.D.
 Anne Lombard, Ph.D.
 Reuben Mekenye, Ph.D.
 Carmen Nava, Ph.D.
 Alyssa G. Sepinwall, Ph.D.
 Patricia S. Seleski, Ph.D.
 Jill Watts, Ph.D.
 Zhiwei Xiao, Ph.D.
 Antonio Zaldivar, Ph.D.

Programs Offered:

- Bachelor of Arts in History; Options in:
 - History
 - Single Subject Preparation for Teaching
- Minor in History
- M.A. in History

History interprets the past for the present by exploring the institutions, ideas, cultures, and creations of men and women in the context of time and place.

It is focused on change over time; both change of the subjects of study and of historians' attempts to make sense of those subjects. History ranges over all of recorded human experience, drawing from and placing in context the achievements of the arts, sciences, social sciences, and other humanities.

The student of history will learn to evaluate evidence critically, to sift and organize evidence fairly and persuasively, to analyze the evidence for its patterns and meanings, and to integrate this into a broad scope of human experience. Historical study provides perspective, helping individuals to place their own lives, values, and world events in context, and to recognize the processes of change that have brought them to the present.

Working from these general principles and the special strengths of its faculty, the history department has designated the following 5 specific outcomes of a major in history.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in History will be able to:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;
4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Career Opportunities

History majors find careers in a great variety of fields. History is a traditional preparation for law, foreign service, teaching, public affairs, journalism, and work in museums or historical societies. History majors hold such diverse positions as presidents of banks, personnel officers, senators, network news anchors, purchasing agents, city managers, judges, business owners, and public safety officers. In addition, there is a growing arena of careers directly related to history—museum directors, curators, historical consultants, archivists, historical site administrators, and historic preservation officers. Both government agencies and private corporations hire historians to research, analyze, and organize their records. Many of these latter careers require some graduate work in history.

Preparation for the Major

Completion of twelve (12) units of lower-division history study, which must include two two-course sequences, each focusing on a different world area. Completion of the lower-division general education requirements, especially the writing composition course, is also strongly recommended prior to undertaking upper-division coursework.

Major Requirements

In addition to the lower-division courses completed as preparation, the major requires thirty-three (33) upper-division units, including successful completion of HIST 301 and a 400-level history seminar course. Of these units, one course must have the majority of its content before 1800. Courses in the major must be taken from at least three different world areas that include: Africa, Ancient, Asia, Europe, Latin America, Middle East, United States, and Comparative/Transnational History. One course must have considerable content on Women's History/Gender. All history courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. No more than three (3) units of internship may be counted toward the major.

~~One course must have considerable content on digital history and new media technology.~~
 See attached for updated language

BACHELOR OF ARTS IN HISTORY

	Units
General Education **	51
Preparation for the Major*	12
Major Requirements	33

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

* Refer to explanation of units in the section that follows. These may simultaneously fulfill major preparation and General Education requirements.

**Three (3) lower-division General Education units in Area A (Basic Skills) are automatically satisfied by GEW 101.

Preparation for the Major

Lower-Division (12 units)	
Two history sequences in two different world areas	12
Total Units	12

Major Requirements

Upper-Division (33 units)	
HIST 301*	3

*Strongly recommended to be taken at the beginning of the junior year.

Nine (9) 300-level History courses	27
400-level History seminar course	3
Total Units	33

- Of the 33 units:
- One course must have the majority of its content before 1800.
 - Courses must be taken from at least three areas that include: Africa, Ancient History, Asia, Europe, Latin America, Middle East, United States, and Comparative/Transnational History.
 - Note: One course must have considerable content on Women's History/Gender.

Note: requirements a,b,c may be fulfilled simultaneously with other upper-division History requirements.

d. One course must have considerable content in digital history and new media technology.
See attached for updated language

Single-Subject Preparation for Teaching Option

Students interested in majoring in History and teaching at the secondary level may elect the Single-Subject Preparation for Teaching Option. Successful completion of this option will allow students to waive the California Subject Examination for Teachers (CSET) in History/Social Science. For certification of this option, students must maintain a 2.7 GPA both in overall work and in all courses used to complete the major and option.

Lower-Division Preparation for the Major

Thirty units in lower-division courses including:

U.S. History Survey	
HIST 130 and 131	6
World History	
HIST 101 and 102	6
Related breadth courses including: U.S. Government	
PSCI 100	3
Economics including Macro/Micro Economics:	
ECON 201 and 202	6
GEW 101	3
Supporting social science courses: PSYC 100 and SOC 101 recommended, but other lower- or upper-division courses in Psychology or Sociology can satisfy this requirement.	6
Total Units	30

Upper-Division Requirements

Forty-six units in upper-division courses including:

	Units
GEOG 302 or 320	3
Political Science, U.S. focus Choose from: PSCI 305, 321, 412, 413	3
Political Science, Global focus Choose from: PSCI 331, 350 EDUC 350	3 3
Note: HIST 393 and EDUC 350 should be taken concurrently	
HIST 301 Historical Methods and Writing	3
HIST 347 California History	3
2 U.S. Courses from HIST 336C, 336D, 336E, 336F	6
Upper-division History electives, U.S. focus	6
Upper-division History electives, non-U.S. focus	12

Note: Of the above, courses must be taken from at least three world areas that include: Africa, Asia, Europe, Latin America, Middle East, and Comparative/Transnational history

HIST 393 Experiential Learning in History for Future Teachers	1
History course, 400-level seminar	3
Total Units	46

Note: of the history courses above:

- a. one course must have the majority of its content before 1800.
- b. one course must have considerable content on Women's History/ Gender.
- c. one course must have significant consideration of ethical, moral, or religious issues in history.
Choose from: HIST 306, 310A, 310B, 313, 317, 318, 323, 341, 343, 356, 380, 383, 388

Students must complete and submit a portfolio of their coursework with a written narrative reflecting on their pre-credential teaching experience, and must complete all of the above courses with a GPA of 2.7 or above.

*d. One course must have considerable content in digital history and new media technology.
see attached for updated language*

MINOR IN HISTORY

A Minor in History shall consist of twenty-one (21) units of study in History. Twelve (12) units must be in upper-division courses. Students must include in their program courses at least two world areas, and one six-unit sequence of coursework, either at lower- or upper-division. A six-unit (6) sequence may consist of either two courses at the same level in which the content of the second continues chronologically the content of the first or a 300-level course and a 400-level seminar which builds on a theme covered in the 300-level course. Students must complete all courses counted toward the minor with a grade of C (2.0) or better, and may include no more than three (3) units of internship toward the minor.

Angela Baggett

Updated language
for catalog.

From: Carrick Williams
Sent: Tuesday, October 24, 2017 5:50 PM
To: Angela Baggett
Subject: FW: History P2 form

Angie,

Could this be added to the History P-2 form?

Thanks,

Carrick

Carrick C. Williams
Assistant Professor
Department of Psychology
333 S. Twin Oaks Valley Rd.
California State University San Marcos

From: Carmen Nava
Sent: Tuesday, October 24, 2017 5:48 PM
To: Carrick Williams <cawilliams@csusm.edu>
Subject: History P2 form

Hi Carrick,
Here is an updated descriptor for the digital history requirement:



Digital History Requirement:

One upper-division course must include explicit digital history and new media technology content. This may consist of (1) a course topic that uses the critical study of new media technology/digital history as an organizing theme and/or (2) course assignments that require the applied use of digital tools.

The History Department wanted to clarify to CAPC that with this new requirement, we do not want to micro-manage the pedagogy, but instead, we want to empower faculty with different interests and skills, and to encourage faculty to experiment with different teaching and learning modalities. The Department will deliberate about each course that is to be added to the digital history requirement list. This is the same process we use to determine which courses satisfy the gender and Pre-1800 requirements.

I hope this is helpful and sufficient. If any questions remain, I'll be glad to respond right away.

Best regards,
Carmen Nava

Rationale for Change in History Major Degree

The Department of History is applying to add an additional requirement to the Bachelor of Arts in History and the Bachelor of Arts in the Single Subject Waiver. This change would require all undergraduate history majors and history/single subject majors to include within their required course work a course on digital history and new media technology. This does not effect the number of units and functions as an additional distribution area within the already required units for the major.

Our rationale is as follows:

1. Our PSLOS require all majors to be able to “evaluate the influence of new digital and multimedia formats on the practice and presentation of history.” This change will help us more completely and more uniformly fulfill this PSLO.
2. In our last program review, it was recommended that we expand our digital training for the undergraduate history students to emphasize this strength in the department’s already existing curriculum.
3. Digital History, New Media Technology, and Digital Humanities training expand the applied dimensions of the history degree and provide students with skills that ready them for the job market. Many of our students who become teachers are expected to have advanced digital skills that they can apply in the classroom. Other students who are pursuing employment in the public and private sector will have greater opportunities with more concentrated and expanded training in digital tools.

Rationale for Change in History Single Subject Major Degree

The Department of History is applying to add an additional requirement to the Bachelor of Arts in History and the Bachelor of Arts in the Single Subject Waiver. This change would require all undergraduate history majors and history/single subject majors to include within their required course work a course on digital history and new media technology. This does not effect the number of units and functions as an additional distribution area within the already required units for the major.

Our rationale is as follows:

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