

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. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college 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 Dean of the submitting college who then notifies the originator.)

Proposal # 05-12	Title: Bachelor of Arts in History with Teaching Option
(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)	

Received by ACAD Senate Forwarded to Teacher Ed Council Forwarded to Gen Ed Committee Returned to ACAD Senate Forwarded to Curriculum Committee Returned to ACAD Senate for Vote Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting Forwarded to Provost for Approval/Disapproval Forwarded to Chancellor for Approval/Disapproval Copies sent to originating college and registrar's office Updated 09/29/05	Date 12/19/05 12/20/05	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved _____</td> <td style="width: 50%; text-align: center;">Disapproved _____</td> </tr> <tr> <td style="text-align: center;">Signature _____</td> <td style="text-align: center;">Date _____</td> </tr> <tr> <td style="text-align: center;">Approved _____</td> <td style="text-align: center;">Disapproved _____</td> </tr> <tr> <td style="text-align: center;">Signature _____</td> <td style="text-align: center;">Date _____</td> </tr> <tr> <td style="text-align: center;">Approved _____</td> <td style="text-align: center;">Disapproved _____</td> </tr> <tr> <td style="text-align: center;">Signature _____</td> <td style="text-align: center;">Date _____</td> </tr> <tr> <td style="text-align: center;">Approved _____</td> <td style="text-align: center;">Disapproved _____</td> </tr> <tr> <td style="text-align: center;">Signature _____</td> <td style="text-align: center;">Date _____</td> </tr> <tr> <td style="text-align: center;">Approved _____</td> <td style="text-align: center;">Disapproved _____</td> </tr> <tr> <td style="text-align: center;">Signature _____</td> <td style="text-align: center;">Date _____</td> </tr> </table>	Approved _____	Disapproved _____	Signature _____	Date _____	Approved _____	Disapproved _____	Signature _____	Date _____	Approved _____	Disapproved _____	Signature _____	Date _____	Approved _____	Disapproved _____	Signature _____	Date _____	Approved _____	Disapproved _____	Signature _____	Date _____
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Proposed Revision)			
HIS	310	U.S. Westward Expansion	3
HIS / POL	346	U.S. Business & Economic	3
HIS	35x	Intro. To Lat. Am. (Proposed)	3
HIS	354	Technology & Transportation	3
HIS / NAS	364	North Am. Indians	3
HIS / NAS	36x	Lat. Am. Indians (Proposed)	3
HIS / POL	3xx	U.S. Foreign Relations (Proposed)	3
HIS	3xx	Modern Europe 1815-Present (Proposed)	3
HIS	44x	History & Philosophy of Ed. (Proposed Required Capstone for Teaching Option)	3
		Note: Students taking the teaching option must complete the Professional Ed. Core & ED 325 (Teaching His & SocSci)	
		Total	

**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

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.: _____ Date of Meeting: _____
Institution: Montana State University Northern
Program Title: Bachelor of Arts in History (with Teaching Option)

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.

Deleted:

Specify Request:

Creation of independent B.A. History and Political Science majors with both Liberal Arts and Teaching Options.

Deleted:

MONTANA BOARD OF REGENTS

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

Institution:

Program Title:

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

This program advances the campus' academic mission by providing our students with interests in the Social Sciences and / or Education with additional opportunities through creation of two independent majors in History and Political Science with Liberal Arts and Teaching Options. This will allow those students with interests in these areas three choices that are currently unavailable to them- a solid undergraduate social science preparation with their eye towards the job market; a solid undergraduate social sciences foundation in either history, political science or both with graduate school as their next stop; and finally, a solid core of courses within their discipline that coupled with completion of their education coursework will allow them to seek licensure in either history, political science or both at the secondary level. This program fits in with the campus priorities to provide expanded educational opportunities with increased flexibility to our students; to meet the needs of our service area and Montana in general by providing them with highly qualified teacher candidates with a solid command of their subject area who are ready for immediate employment; and to offer expanded options to those students with an interest in the Social Sciences but who are not necessarily interested in teaching in the secondary classroom.

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 choices in their education, expanded opportunities for personal fulfillment and professional enhancement and expanded employment options upon graduation. Specifically it supplements our existing Broadfield Social Sciences degree by assuring mastery of subject matter in at least one content area and allows our education graduates the opportunity to seek employment within other states without the necessity of costly (both time and money) remedial course work within their content discipline. It offers non-teaching option majors degree possibilities that did not previously exist by allowing them to accumulate sufficient coursework within History or Political Science backed up by an accredited degree program to successfully compete for admission into graduate programs in those fields.

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

This program supports and advances Montana's needs and interests by providing greater opportunities for Montana students within Montana's higher education system thus attracting and retaining them within Montana for their education. It also expands the opportunities for those students upon completion of the program by providing them with options that were previously unavailable within the Social Sciences area. Upon graduation they will possess a solid foundation sufficient to support them in the job market, allow them to seek advanced degrees at the graduate level in History, Political Science or Education, and permit them to immediately enter the classroom at the secondary level with a solid grounding in their content discipline sufficient to meet the requirements of Montana or of other states. It will help assure that Montana has a pool of highly qualified teachers able to move into the classroom with solid preparation in their content areas and can contribute to the preparation of the next generation of learners who will be the future of Montana, while at the same time giving those outside the teaching concentration a choice that did not previously exist for their education and the possibility for increased job marketability within Montana and elsewhere upon 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?
6. Resource Allocation:
- Total program budget? \$
 - Faculty FTE?
 - Staff FTE?
7. Does this program require new resources? Yes No
If yes, what is the amount? \$ _____
8. How will the campus fund the program?
9. If internal reallocation is necessary, name the sources.

COURSE REVISION FORM

NEW _____ DROPPED MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 12/14/05

Submitter *James B. Unbrun* Dean *[Signature]* Date 12/14/05
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
HIS 101 Railroading- has not been taught in 6 years; can be folded into existing HIS 354 Technology & Transportation eliminating unused course & allowing for addition of new, expanded courses to match needs & requirements of proposed new history major as well as existing broadfield social science major.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 101

Course Title: Railroading

Credits: 3

Required by: N/A- elective only

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

Course Outcome Objectives:

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

COURSE REVISION FORM

NEW _____ DROPPED MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature (indicates "college" level approval)

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

HIS 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 HIS 303 (see attached proposal for HIS 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.: HIS 305

Course Title: U.S. WW2 to 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. 146 of 2005-2006 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 X _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed _____ Program Area Social Sciences _____ Date 12/14/05

Submitter [Signature] _____ Dean [Signature] _____ Date 12/14/05
Signature (indicates "college" level approval)

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

HIS 350 Modern Asia in the Global Environment- only taught 1x since introduction. At this time do not have anyone qualified to deliver it. As the resident historian I have neither the pedagogical preparation nor the personal interest in the area to do an independent self-preparation to teach the course. Wish to broaden and streamline curriculum by dropping Asian history and substituting a (proposed) Modern Latin America course at the same level which I am qualified by pedagogical training, professional experience and personal interest and attachment to teach. In addition, believe it is more relevant to contemporary U.S. as our 2nd largest trading partner, largest source of immigrants, fastest growing ethnic group and most widely spoken language after English are all connected to the region. Dropping Modern Asia eliminates a limbo course and offers opportunities to actualize, streamline and broaden the history offerings in support of the proposed stand alone history major.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 350

Course Title: Modern Asia in Global Environment

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): N/A

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, Nursing & Ed Program Area Social Sciences Date 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature Signature (indicates "college" level approval)

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

HIS 301 as taught here does not match the traditional breakdown as course is taught at most schools & as most texts are designed for. This revision will bring the course into line with mainstream temporal, topical, pedagogical & textual frameworks. In addition, it will allow the incorporation of key trends in current historiographical thought such as a more inclusive view of U.S. History (race/ethnicity/gender) & a broader & interdisciplinary perspective on the origins of U.S. History (pre-Columbian/pre-historical). Finally, this revision will allow us to streamline our core upper division U.S. history courses through realignment allowing for elimination of redundant courses, streamlining of course rotation & introduction of new supporting courses necessary for creation of an independent history major capable of meeting needs of both liberal arts and education options students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 301

Course Title: Colonial U.S. (Pre-Columbian to Revolution)

Credits: 3

Required by: B.A. in History w / Teaching Option

Selective in: B.A. in History w / Teaching Option

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. 146 in 2005-2006 Catalog

Proposed or New Catalog Description (include all prerequisites): HIS 301 An examination of the social, cultural, economic and political conditions of America from the pre-Columbian / pre-historical era through the Revolution (1783). 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 leading to the Revolution and Independence War.

Course Outcome Objectives: Refinement and application of critical 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 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature Signature (indicates "college" level approval)

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

HIS 302 as taught here does not match the traditional breakdown as course is taught at most schools & as most texts are designed for. This revision will bring the course into line with mainstream temporal, topical, pedagogical & textual frameworks. In addition, it will allow the incorporation of key trends in current historiographical thought such as a more inclusive view of U.S. History (race/ethnicity/gender) & a broader, interdisciplinary approach to major problems in pre-Civil War U.S. History. Finally, this revision will allow us to streamline our core upper division U.S. history courses through realignment allowing for elimination of redundant courses, streamlining of course rotation & introduction of new supporting courses necessary for creation of an independent history major capable of meeting needs of both liberal arts and education options students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 302

Course Title: Ante-Bellum America through Reconstruction

Credits: 3

Required by: B.A. in History w / Teaching Option

Selective in: B.A. in History w / Teaching Option

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. 146 in 2005-2006 Catalog

Proposed or New Catalog Description (include all prerequisites): HIS 302 An examination of the social, cultural, economic and political conditions of America from Independence (1783) through the Civil War and Reconstruction (1861-77). Will present an introduction and overview of the early Republic and major movements in that period including Market

Revolution, 2nd Great Awakening, Age of Jackson and Manifest Destiny; while highlighting key moments on the road to Secession, Civil War and Reconstruction.

Course Outcome Objectives: Refinement and application of critical thinking skills in regard to American historical interpretations; intensive practice of written and verbal communication skills; broad perspective of Ante-Bellum 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 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature (indicates "college" level approval)

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

HIS 303 as taught here does not match the traditional breakdown as course is taught at most schools & as most texts are designed for. This revision will bring the course into line with mainstream temporal, topical, pedagogical & textual frameworks. In addition, it will allow the incorporation of key trends in current historiographical thought such as a more inclusive view of U.S. History (race/ethnicity/gender) & a broader, interdisciplinary approach to major problems in Modern U.S. History. Finally, this revision will allow us to streamline our core upper division U.S. history courses through realignment allowing for elimination of redundant courses, streamlining of course rotation & introduction of new supporting courses necessary for creation of an independent history major capable of meeting needs of both liberal arts and education options students.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 303

Course Title: Modern U.S.- Gilded Age to Present

Credits: 3

Required by: B.A. in History w / Teaching Option

Selective in: B.A. in History w / Teaching Option

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. 146 in 2005-2006 Catalog

Proposed or New Catalog Description (include all prerequisites): HIS 303 An examination of the social, cultural, economic and political conditions of America from the Gilded Age (1870's) to the Present. Will present an introduction of themes and overview of events crucial to the creation & shaping of Modern America from late 19th to 21st centuries. Major topics to include (but not limited to) late 1800's- Frontier, Immigration and

Industrialization; Fin de Siecle- Populism / Progressivism and Global Profile; 20th century- WW1, Depression, WW2 and Cold War; 21st century- New World Order & U.S. Post-9/11.

Course Outcome Objectives: Refinement and application of critical 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 X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
HIS 35x is a new course proposal in support of the B.A. in HIS & the Social Science Broadfield, as well as adding another option to the CAT VI Cultural Diversity General Education requirement. HIS 35x would supersede the existing HIS 350 Modern Asia and be at this point in time our only non-U.S. / global course offered at the upper division level. It is vital that we broaden our upper division offerings with non-U.S. courses in order to expose our education track students to other cultures, while giving our liberal arts option students the depth they need to prepare them for the GRE Subject test and graduate school. I have selected Latin America as our non-U.S. focus because of my own pedagogical preparation, professional experience and personal background. In addition, for the U.S. and Americans there is no region that claims a greater hold on our national interests than our southern neighbors who include our 2nd largest trading partner, largest source of immigrants both legal and illegal, largest supplier of illicit drugs, largest supplier(s) of imported petroleum, largest arena for U.S. overseas investment and only point in the world where the 1st and 3rd world share a common border. Finally, domestically Spanish is the 2nd most widely spoken language in this country and Hispanics are the fastest growing ethnic group in the U.S. Therefore, even in Montana, it is important for our students to have at least passing familiarity with the region, its peoples, their problems and its relationship to and with the United States.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 35x

Course Title: Intro. To Latin America

Credits: 3

Required by: B.A. in History; Social Science Broadfield

Selective in: 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):

HIS 3xx

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. It will introduce, highlight and explain the growing interconnectivity and interdependence of the hemisphere's nations. 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 critical 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 X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College A & S, Nursing & Ed Program Area Social Sciences Date 12/14/05

Submitter [Signature] Dean [Signature] Date 12/14/05
Signature (indicates "college" level approval)

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

HIS / POL 3xx is a new course proposal in support of the B.A. in HIS & POL. It will integrate into, support and broaden the existing curriculum in both disciplines by adding a new international outlook to the existing domestic orientation of our social science American studies courses in those fields. It will add a new upper division selective / elective course to our existing offerings in the Social Sciences allowing our students to understand the shrinking nature of the global village, its interconnectivity and the place and role of the U.S. in the international system. Finally, it will provide them with the critical and analytical tools to make sense of the challenges facing the U.S. in the turmoil of the post Cold War era.

Please provide the following information:

College: A & S, Nursing & Ed.

Program Area: Social Sciences

Date: 12/14/05

Course Prefix & No.: HIS 3xx & POL 3xx

Course Title: U.S. Foreign Relations

Credits: 3

Required by: B.A. in History; B.A. in Political Science; Social Science Broadfield

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

Elective in: Social Science Broadfield

General Education: CAT IV SOCSOCI; CAT V HIS

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):

HIS 3xx / POL 3xx

Course Outcome Objectives:

To gain an understanding of the background to, emergence of and reasons for the U.S. role on the world stage; to grasp the broad traditions that have underpinned U.S. actions and initiatives in the international arena; comprehend the inter-connectivity of the international system and the U.S. place within it; apply critical thinking skills to real world problems; sharpen verbal and written communication 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.

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 12/14/05

Submitter *James R. Underwood* Dean *[Signature]* Date 12-14-05
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 coupled with diverging terminal paths necessitate the creation of a separate capstone course for those selecting the teaching option apart from historiography. Specifically, historiography is a theoretical course that is a fundamental prerequisite for those who will continue pursuit of a history degree at the graduate level as well as providing a capstone for those who will not pursue further professional development within the field. Those pursuing the Teaching Option along with Social Science Broadfield majors need a more applied, practical and "hands on" course designed to fundamentally ground them in the history and philosophy of education, provide background and context to the development of the American educational system and introduce them to basic theory and methodology of historical pedagogy suitable to the secondary level classroom. At present, such a course does not exist. If we initiate the B.A. in History it is a necessity. It will become the capstone for all History majors in the Teaching Option and all Social Science Broadfield majors in place of Historiography (HIS 449). HIS 449 will remain the capstone for all Liberal Arts track majors in History, with History 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

Date: 12/14/05

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

Course Title: History and Philosophy of Education

Credits: 3

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

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):

HIS 4xx / EDU 4xx

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.

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