

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: _____ or Degree Plan(s): History, BS
 Proposing new degree plan for History BS with Public History track option

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

Kelly Elliott
Kelly Elliott (Mar 26, 2024 14:38 CDT)

Mar 26, 2024

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Dana Kennamer
Dana Kennamer (Mar 26, 2024 14:46 CDT)

Mar 26, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)

Greg Straughn
Greg Straughn (Mar 26, 2024 16:09 CDT)

Mar 26, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Program Application

Step 1: Campus Coordination Information

1. Program Identification

A. Program title

B.S. History (including B.S History, Public History track)

B. Degree type

Bachelor of Science

C. Home department or school

History and Global Studies

D. Program developer(s) and credentials

Kelly Elliott, PhD; Ron Morgan, PhD

E. Where program will be offered and delivery method

ACU Abilene, face to face

F. Proposed date of implementation

Fall 2024

2. Program Overview

A. Outlook

1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

The B.S. in History degree will add a History degree program option that allows students to take six hours of general electives in relevant content fields, rather than requiring six hours of intermediate level foreign language. The program is designed for students who want the history degree but prefer not to complete the foreign language requirements of the B.A., either because other coursework is more practical for them in terms of career preparation, or because of the limits of available course offerings in foreign language or their own capacity to succeed in foreign language study.

The B.S. option also maximizes the potential for students who are already at ACU to change their major to history without losing significant progress towards degree completion (for example, students who change their major from pre-med or engineering to history, which is a fairly common pathway, will be able to apply more of their science credits towards a completed degree).

The B.S. in History - Public History is well suited to students who intend to enter professions in information and library science, state and national parks, monuments, and memorials, law, journalism, and

other research-related fields, or even students who plan to seek a Master's degree in Museum Studies or History without a thesis option.

Usually, students who intend to pursue a PhD in History should pursue the B.A. instead, because these students should expect to test for reading knowledge foreign language proficiency in graduate school.

2. Estimate total enrollment for each of the first five years.
Year 1 - one
Year 2 - two
Year 3 - two
Year 4 - three
Year 5 - four
3. Name at least three other institutions whose similar programs you have reviewed.
Texas A&M University
Texas Woman's University
West Texas A&M University
Sam Houston State University
NC State University

B. Curriculum description

1. Describe the focus of this program and why it will be valuable to students.
The program is the same as the History B.A. and carries the same value for students; the only change is the replacement of the foreign language requirement (6 hours) with free general electives (6 hours).
2. Name the existing ACU programs to which it will be most similar.
B.A. in History (with Public history track option)
3. Estimate how many new courses will be needed to deliver the program.
None

C. Resource estimates

1. Number of new faculty required to deliver program.
None
2. Describe and estimate cost of equipment needs or facility renovation.
None
3. Will the program require disciplinary accreditation? Which organization?
No

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the vice provost.

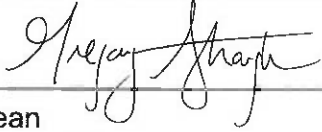
Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

☒ should

☐ should not

advance for further consideration.



February 20, 2024

Dean

Date

Comments:

This proposal

☒ should

☐ should not

advance for further consideration.



February 21, 2024

Vice Provost

Date

Comments:

Step 2: Full Proposal Information

3. Program Information

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

(Note the below is the existing catalog description of the History B.A. degree program; since the only difference between the History B.A. and History B.S. is the six hours of foreign language vs. six hours of electives, the program description is the same for both.)

This degree forges historical storytellers whose knowledge of the past can temper both present and future. Our courses invite students to critically engage with history, and to examine how historical narratives themselves are created and contested. History students build and sharpen research skills, information literacy, and the ability to write and speak persuasively in an academic context. Such capabilities equip students for a wide range of careers. The skills developed through the study of history prepare graduates for job opportunities in:

- Secondary and Higher Education
- Government and public service
- Law
- Journalism
- Other research-oriented careers such as think tanks, technical writing, and content creation

For the public history track: The Public History degree provides both methodological training and firsthand experiences in order to equip aspiring museum curators, archivists, and other public history interpreters. Courses in this degree are deeply experiential, combining guided study of the theory and scholarship of public history with firsthand engagement with historic sites, libraries, museums, parks, and archives, including at least one semester-long internship.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The skills developed through the study of history prepare graduates for job opportunities in:

- Secondary and Higher Education
 - Government and public service
 - Law
 - Journalism
-

- Other research-oriented careers such as think tanks, technical writing, and content creation

The Public History program trains students in historical interpretation and archival and curation practices, including exhibit design, combining the scholarly study of history with the hands-on experience of historical interpretation for the public. The Public History degree prepares students for careers in:

- Museums (curator, preparator, museum education, collections mgmt.)
- Archives
- Historic Preservation
- Libraries
- Archaeology and Anthropology
- State and National Parks
- Non-profit organizations
- Government
- Digital Humanities
- Conservation/Cultural Interpretation

See attached outcomes and assessment plan at end of document. (inserted by Jessica Smith, March 28, 2024)

- C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

SLOs will not change from the existing B.A. degree.

- D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

none

- E. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs.

54.0101 (history) ~~54.0105 (public history)~~

4. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

Our commitment to the intellectual and spiritual formation of students plays out within our close-knit scholarly community. Faculty are models and mentors who walk alongside students, challenging them to grow as thinkers, asking them to consider how their education might leaven their communities, and providing guidance as they seek their personal callings. Mentoring groups, department chapels, senior blessing dinners, conference presentations, research projects tailored to students' career goals, and many behind-the-scenes hours to build internship opportunities—all represent our commitment, as a department, to equipping our students for Christian service and leadership in the field of history. We teach students to tell the truth and to convey history in a way

that serves Christ's kingdom. In particular, our recently launched minors in Africana Studies, Latin American Studies, and gender and multicultural studies serve the university's strategic goals in the area of diversity.

The ~~BS in~~ ^{track} Public History will equip students for public history careers such as museum curation, archives management, museum education, exhibit design, national, state, and local parks services, historical commissions and societies, presidential libraries, and other roles in institutions of public memory and commemoration. These students will be equipped to lead and serve via their interaction with the interpretation of history for the public, and will shape the experiences and education of museum-goers, visitors to state and national parks, researchers who use archives, and any citizen who encounters a public monument or memorial. In this way, they will have the opportunity to amplify voices on the margins of history, and to emphasize justice in their interpretation of history for the public. This aligns with the university's current strategic plan's emphasis on diversity and inclusion.

B. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

History BS: Education (public and private schools, colleges, universities); editing and publishing; museums; archives; historic preservation; federal, state, and local history; historical consulting and contract work. History majors also frequently go on to law school and work in the legal profession.

History BS, Public History track: Museums (collections management, museum education, curation, preparator), Archives, Historic Preservation, Libraries, Archaeology and Anthropology, State and National Parks, Conservation/Cultural Interpretation, Non-profit, Government, Digital Humanities

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

The American Historical Association provides a detailed discussion of career pathways for students of history [here](#) and data on jobs in the profession, including salaries, [here](#).

The Bureau of Labor Statistics [shows](#) that "employment of archivists, curators, and museum workers is projected to grow 10 percent from 2022 to 2032, much faster than the average for

all occupations.” This demonstrates a clear need for the increased training of students in the field of public history. The National Council on Public History has provided a data analysis based on their survey of public history careers [here](#).

3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

As a comparison to the AHA data linked above, see Indeed’s data on average salaries for historians in Texas (\$85,571) [here](#).

The U.S. Bureau of Labor Statistics cited historians’ median pay as \$64,540 in 2022, link [here](#).

Archivists (25-4011) mean \$61,596, entry: \$42,081
-Curators (25-4012) mean: \$57,734, entry: \$35,066
-Museum Techs (25-4013) mean \$44,846, \$26,584
-Librarians and Collections Specialists (25-4022) mean \$61,146, entry: \$44,206
-Historians (19-3093) mean \$73,808, entry: \$48,780
-Anthropologists & Archeologists (19-3091) mean \$69,085, entry: \$41,299

3. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

The B.S. in History degree will add a History degree program option that allows students to take six hours of general electives in relevant content fields, rather than requiring six hours of intermediate-level foreign language. The program is designed for students who want the history degree but prefer not to complete the foreign language requirements of the B.A., either because other coursework is more practical for them in terms of career preparation, or because of the limits of available course offerings in foreign language or their own capacity to succeed in foreign language study.

The B.S. option also maximizes the potential for students who are already at ACU to change their major to history without losing significant progress towards degree completion (for example, students who change their major from pre-med or engineering to history, which is a fairly common pathway,

will be able to apply more of their science credits towards a completed degree).

The B.S. in History - Public History is well suited to students who intend to enter professions in information and library science, state and national parks, monuments, and memorials, law, journalism, and other research-related fields, or even students who plan to seek a Master's degree in Museum Studies or History without a thesis option.

Usually, students who intend to pursue a PhD in History should pursue the B.A. instead, because these students should expect to test for reading knowledge foreign language proficiency in graduate school.

The shift to offering the B.S. option is a pragmatic one and a direct response to the pattern we are seeing of some of our students trying and failing to pass foreign language and then dropping the history major altogether in favor of a Liberal studies B.S. (but in most cases, still going on to public history careers!) This is a student-serving choice.

4. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

Benchmark institutions we have identified include:

**Texas A&M University
Texas Woman's University
West Texas A&M University
Sam Houston State University
NC State University**

These universities' B.S History or Public History programs require no foreign language, and instead have students take either electives or, in some cases, additional hours in the sciences.

5. Curriculum

- A. Degree plan. List the major requirements as they would appear in the catalog. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

BS: History (HIST)

General Education Requirements

Please see the [General Education](#) section of this catalog.

Major Requirements

Lower Level Requirements

HIST 117 - Civilization I Credit Hours: 3 *

or

HIST 270 - Introduction to Latin American Studies Credit Hours: 3 *

HIST 118 - Civilization II Credit Hours: 3

or

HIST 131 - World History: Cultures and Connections since 1400 Credit Hours: 3

HIST 201 - Intro to Public History: Interpreting American Pasts Credit Hours: 3 *

HIST 221 - American History I Credit Hours: 3 *

or

HIST 250 - Introduction to Gender and Multicultural Studies in the US Credit Hours: 3 *

* Hours may also fulfill general education requirements and are not included in total major hours

Upper Level Requirements

- HIST 353 - Historical Methods Credit Hours: 3 (writing-intensive course)

- HIST 459 - Historiography Seminar Credit Hours: 3 (capstone course)
- 3 courses of Advanced United States Selections Credit Hours: 9
- 3 courses of Advanced Non-United States Selections Credit Hours: 9

Other Required Courses

GEOG 354 - Cultural Geography Credit Hours: 3 *

*Hours may also fulfill general education requirements and are not included in total major hours

Total: 27 Credit Hours

General History Track

- 3 hours of Advanced United States Selections Credit Hours: 3
- 6 hours of Advanced Non-United States Selections Credit Hours: 6

Select 3 hours from the following:

- ART 101 - Introduction to Art Credit Hours: 3
- ART 221 - Art History: General Survey I Credit Hours: 3
- ART 222 - Art History: General Survey II Credit Hours: 3
- MUSM 230 - Survey of Music in Western Culture Credit Hours: 3
- MUSM 231 - Survey of Jazz Credit Hours: 3
- MUSM 232 - Survey of Popular Music Credit Hours: 3
- MUSM 233 - Survey of World Music Credit Hours: 3
- THEA 220 - Introduction to Theatre Credit Hours: 3

Total: 12 Credit Hours

Electives

A minor is optional as part of the electives.

Minimum - 35 Credit Hours

Total Major Hours: 74

Other Graduation Requirements

Minimum GPA in major: 2.75

Minimum GPA for graduation: 2.00

Minimum advanced hours: 33

Minimum total hours: 128

*Courses numbered 0** do not count in minimum hours required for degree.*

BS: History ~~(HIST)~~, Public History (HIST-PUBL)

General Education Requirements

Please see the [General Education](#) section of this catalog.

Major Requirements

Lower Level Requirements

HIST 117 - Civilization I Credit Hours: 3 *

or

HIST 270 - Introduction to Latin American Studies Credit Hours: 3 *

HIST 118 - Civilization II Credit Hours: 3

or

HIST 131 - World History: Cultures and Connections since 1400 Credit Hours: 3

HIST 201 - Intro to Public History: Interpreting American Pasts Credit Hours: 3 *

HIST 221 - American History I Credit Hours: 3 *

or

HIST 250 - Introduction to Gender and Multicultural Studies in the US Credit Hours: 3 *

* Hours may also fulfill general education requirements and are not included in total major hours

Upper Level Requirements

- **HIST 353 - Historical Methods** Credit Hours: 3 (writing-intensive course)
- **HIST 459 - Historiography Seminar** Credit Hours: 3 (capstone course)
- 3 courses of Advanced United States Selections Credit Hours: 9
- 3 courses of Advanced Non-United States Selections Credit Hours: 9

Other Required Courses

GEOG 354 - Cultural Geography Credit Hours: 3 *

*Hours may also fulfill general education requirements and are not included in total major hours

Total: 27 Credit Hours

Public History Track

- **HIST 301 - Public History Internship** Credit Hours: 3
- **HIST 310 - Topics in Public History** Credit Hours: 3 (must be taken twice = 6 total hours)

Select 3 hours from the following:

- **ART 221 - Art History: General Survey I** Credit Hours: 3
- **ART 222 - Art History: General Survey II** Credit Hours: 3
- **ART 324 - Art History: American** Credit Hours: 3
- **ART 325 - Art History: Christian** Credit Hours: 3

Select 6 hours not taken above from:

- **ART 221 - Art History: General Survey I** Credit Hours: 3
- **ART 222 - Art History: General Survey II** Credit Hours: 3
- **ART 324 - Art History: American** Credit Hours: 3
- **ART 325 - Art History: Christian** Credit Hours: 3
- **COMM 310 - Civil Discourse** Credit Hours: 3
- **COMM 343 - Business and Professional Communication** Credit Hours: 3
- **COMM 345 - Intercultural Communication** Credit Hours: 3
- **ENVR 241 - Geographic Information Systems** Credit Hours: 3
- **JMC 165 - Media Maker I** Credit Hours: 3
- **MGMT 330 - Management and Organizational Behavior** Credit Hours: 3

Total: 18 Credit Hours

Electives

A minor is optional as part of the electives.

Minimum - 29 credit hours

Total Major Hours: 74

Other Graduation Requirements

Minimum GPA in major: 2.75

Minimum GPA for graduation: 2.00

Minimum advanced hours: 33

Minimum total hours: 128

*Courses numbered 0** do not count in minimum hours required for degree.*

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the program.

Contributing departments will not change from the existing B.A. degree.

- C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:

As noted above, the only difference between this proposed B.S. degree and the existing B.A. degree is the replacement of the six hours of sophomore foreign language with six hours of free electives. The B.A. in Public History is outlined in the current catalog.

- D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number
2. Course title and description
3. Existing programs in which the courses will also be used, if applicable

No new courses.

6. Assessment Plan

- A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level (see example).

Program outcomes and measures are all the same as for the existing BA History and BA Public History degrees (we have discussed this with Jessica Smith and received approval to proceed with this plan for Assessment.)

See attached outcomes and assessment plan at end of document. (inserted by Jessica Smith, March 28, 2024)

7. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program. **There is no change to faculty workload.**
2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.
No new hires.
3. If the plan includes part-time instructors, include total cost per year for adjunct pay.
No change.

B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

We do not anticipate any major changes other than a splitting of our existing majors numbers in the HIST BA and ~~Public HIST BA~~ as some students opt to pursue the BS instead.

C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

Kelly Elliott, Dept. Chair

D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

No new staff needed.

E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

No additional library resources needed.

F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment. **No change from existing B.A. degree.**

G. Scholarships. Will the unit provide any unique scholarships to students in the program? **No change from existing degrees.**

H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur? **No change.**

- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing. **No change.**

Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes

1. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
2. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
3. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.



Vice Provost

March 22, 2024

Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.

Mark McCallon

03/19/2024

Associate Dean of the Library
Comments, if needed:

Date

We have developed a pro forma budget for the graduate program under consideration.

Associate Provost for Residential Graduate Programs

Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and is prepared to begin assessment.

Jenifer

March 28, 2024

Assistant Vice President for Academic Affairs

Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.

[Signature]

3/21/29

SACSCOC Liaison

Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach an [Abilene Approval Chart for Curriculum Changes](#), conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/1/2023

Check the box to the right when you consider your entire report complete and ready for review by your dean. Due by June 3.



SLO Number	Student Learning Outcome	Measure Number	Measure Description	Measure Location	Student Target
1	Demonstrate broad knowledge of the content and details of the historical periods covered in the course.	1.1	In quizzes and exams, students demonstrate knowledge of key historical events, personalities, movements, and ideologies that have influenced human civilizations.	HIST 131	85% score > 70 70% score > 85
		1.2	In quizzes and exams, students demonstrate knowledge of key historical events, personalities, movements, and ideologies that have influenced U.S. History.	HIST 221	85% score > 70 70% score > 85
2	Critically interpret primary sources within their original historical-cultural contexts.	2.1	In Discussion Posts, students compare, contrast, and interpret a variety of written or visual primary sources with attention to how they reflect their historical context.	HIST 131	85% score > 70 70% score > 85
		2.2	Students will select one primary source from American history to orally present and interpret in front of the class.	HIST 222	85% score > 70 70% score > 85
3	Critically analyze and evaluate the impact of history narratives on the development of public memory.	3.1	In a variety of assignments – written analysis, oral presentations, and/or quizzes – students demonstrate critical understanding of how museum spaces and historical artifacts illuminate public understanding of the human past.	HIST 131	85% score > 70 70% score > 85
		3.2	In the Exhibit Review project, students identify and evaluate historical narratives and their impact on public memory.	HIST 201	85% score > 70 70% score > 85
4	The student will develop the ability to efficiently and effectively assess and analyze scholarly historical sources.	4.1	The student will submit précis demonstrating understanding of secondary scholarly work like journal articles and monographs.	HIST 353	85% score > 70 70% score > 85
		4.2	The student will research and create a historiographic project on a topic of their choice, presenting their findings in written form.	HIST 459	85% score > 70 70% score > 85
5		5.1			
		5.2			