NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s):   Missouri State University

Program Title: Bachelor of Science in History

Degree/Certificate: Bachelor of Science in History

Options: None

Delivery Site(s):   MSU Springfield Campus

CIP Classification: 54.0101

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2016

Cooperative Partners: Not Applicable

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Frank Einhellig, Provost   _Frank Einhellig_   9/14/15
Name/Title of Institutional Officer   Signature   Date

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1. **Main Report for New Program**

1. Executive Summary

> The History department at Missouri State University currently offers a Bachelor of Arts (B.A.) in History and a Bachelor of Education (B.S.E.D.) in Social Studies. We seek to add a third degree, a Bachelor of Science (B.S.), that is focused on four tracks (American Studies, Law and Constitution, International Studies, non-language, and International Studies, language) that will enable students to focus more directly on areas in the liberal arts emphasized by employers and graduate schools. The purpose of the B.S. is to provide this additional educational experience without sacrificing the advantages of a B.A. which offers a classic liberal arts education. Students completing the B.S. will be required to show mastery in historical analysis, which emphasizes critical thinking as well as written and oral communication. By completing the B.S., students will have the opportunity to select an area of specialization (American studies, Law and Constitution, or International Relations) that will provide them with a strong background in those knowledge-based areas which are so important to understanding the national and international contexts in which they will learn and work. This departmental preparation will be buttressed by six hours of additional study in those disciplines that emphasize rational problem solving such as statistics and philosophy.

2. Introduction:

> The purpose of this third degree in history is to enable students to self-select a specialized track that will provide them depth in one area while maintaining the breadth of a classic liberal arts degree. By emphasizing the importance of cross disciplinary inquiry in problem solving, the B.S. degree will prepare students for an increasingly complex world in which they will make key decisions as citizens and workers. We have selected tracks that parallel the strengths of our department as well as the knowledge base recommended for undergraduates by the American Historical Association. This new degree will offer students greater choice as they pursue their particular historical interests and career goals without sacrificing the broad knowledge expected in liberal arts degrees. We have designed this degree so it is consistent with the recommendations of the "Tuning Point" initiative, a joint effort by the American Historical Association and Community and Business leaders that aligned the study of history with community and business needs. (Appendix 1).

3. Alignment With Mission and Goals

Missouri State University has a statewide mission in public affairs and the new B.S. degree has been aligned with the goals of that mission. Its four tracks emphasize cultural competency by expanding students' engagement with national issues (American Studies), the wider world (International Studies) and the legal system (Law and Constitution). All of the tracks address ethical leadership through a careful exploration of how individuals have historically made decisions. By including a cross disciplinary emphasis and requiring students to take courses on rational decision making (statistics and philosophy), the new major will prepare students to analyze and offer solutions to the complex problems facing their communities. In this sense, the major fulfills the University's primary mission of creating educated persons, engaged with the key public issues within their communities. All of these goals fit nicely within the Tuning Points project's emphasis on "practicing historical thinking as central to engaged citizenship" (Appendix 1).

4. Need:
   a. Student Demand:
      i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete table below)

Form SE	Year				
	1	**2**	**3**	**4**	**5**
Full Time	25	35	45	45	45
Part Time	5	10	10	10	10
Total	30	45	55	55	55

      ii. Will enrollment be capped in the future? No
      iii. Please provide a rationale regarding how student enrollment projections were calculated: Based on the number of current B.A. students with the expectation that one quarter of those students will switch to this major. We will also recruit additional students from the B.S.E.D program, who have an interest in a broader degree and/or do not meet the new more rigorous standards for admission into teacher education. More significantly, this major will appeal to new students who wish to pursue a cross-disciplinary major. Students often express interest in majors that offer broad based competences and the opportunity to explore specific subjects from different disciplinary perspectives. The only options that those students currently have are self-designed majors, multiple minors or double majoring. We expect to recruit students who would like to pursue interdisciplinary studies but who do not qualify for a general studies degree.

   b. Market Demand:
      i. National, state, regional, or local assessment of labor need for citizens with the skills to approach problems from an evidenced based perspective. The B.S. offers students another opportunity to master essential skills by emphasizing rational decision making and cross disciplinary methods for approaching problems. There

are numerous history programs nationwide that offer both B.S. and B.A. degrees. The proposed curriculum will offer students greater choice in course offerings and specializations so that they can tailor their programs to their needs and interests. The B.S. will bring to the market students who have specialized knowledge in addition to the problem solving and communication skills that surveys indicate employers want.

ii. Support letter(s) from potential employers (optional; append to proposal)

c. Societal Need:

  i. General needs which are not directly related to employment: Historical knowledge is central to good citizenship as are people who can approach societal problems from various perspectives. The interdisciplinary structure of the B.S. degree will uniquely support the latter. For a clear statement of how the study of History meets societal needs, see the American Historical Association's study, "Tuning Points." This document was created through a conversation among historians, community leaders and business leaders. (Appendix 1)

  ii. Support letter(s) from community leaders (optional; append to proposal)

d. Methodology used to determine "A" and "B" and "C" above. The methodology is based on advising interactions with current students and from consulting surveys of prospective employers who consistently note that specific majors are less important than the skills acquired. We also surveyed students who took our required surveys and those interested in a history degree wanted degrees aligned to specific specialties that they saw as marketable. We have devised our tracks around these specialties. Such surveys consistently point to problem solving and communication as essential skills. Our program is also aligned with current discussions between historians, community leaders, and employers as identified through AHA History Tuning Project. (Appendix 1)

5. Duplication and Collaboration (Form CL):

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools? While other Missouri institutions offer B.S. in History degrees, none offer it in conjunction with the interdisciplinary tracks we will be offering. We believe that our program is unique in this way.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete the rest of this section (Form CL. If no, state not applicable and go to item 3. Not Applicable

Length of agreement (open-ended or limited): _____

A. Which institution(s) will have degree-granting authority?
B. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?
C. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

D. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

E. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

F. In addition to the information provided by each participating institution regarding Financial Projections (item 4 below), please address the following items:

    I. How will tuition rates be determined if they differ among the institutions?

    II. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

    III. What arrangements, if any, have been made for exchange of money between participating institutions?

G. What commitments have been made by all participants to evaluate the program systematically?

H. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

6. Program Structure (form PS):

PROGRAM STRUCTURE

A. Total credits required for graduation: <u>125</u>

B. Residency requirements, if any: <u>Only those required by the University for all students.</u>

C. General education: Total credits: <u>45-49 hours</u>

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
	2	First-Year Seminar
	3	Written Communication & Info Literacy
Foundations	3	Oral Communication
	3-5	Quantitative Literacy
	3	Written Comm. & Integrative & Applied Learning
Natural World	3-4	Life Sciences
	3-5	Physical Sciences
	6	Social and Behavioral Sciences
Human Cultures	3	Humanities
	3	The Arts
	6	US & MO Constitutions/American History and Institutions
Public Affairs	3	Cultural Competence
	3	Public Issues

D. Major requirements: Total credits: <u>45-51</u>

Course Number	Credits	Course Title
		See Appendices 2 and 3

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Form PS – Program Structure

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a. What are the total credits required for graduation? This should match C+D+E below. <u>125</u>

b. Are there any residency requirements? <u>Only those required by the University for all students.</u>

Total Credits by Category

c. General Education courses: Total credits required: <u>45-49 hours</u>
List of classes that contribute to this total (an example has been entered).

Course ID   Course Title   Credits
<u>HST 210; History 121 or History 122, History 103 or History 104; PHI 105 or 115</u>

Total above should be the same as item 3.C.

d. Major requirements: total credits required: <u>45-51 (varies with track)</u>
List of classes that contribute to this total (an example has been entered).
(See Appendices 2 and 3)

Total above should be the same as item 3.C.

e. Free elective credits: <u>35-25 (depending on track)</u>

f. Describe any requirements for thesis, internship or other capstone experience. <u>Students must produce a research paper in History 598. This is also the public affairs capstone course.</u>

g. Describe any unique features such as interdepartmental cooperation. <u>This major does require interdepartmental cooperation as the various tracks are interdisciplinary. All departments have been consulted and have agreed to allow us to use the designated courses.</u>

7. Financial Projections (for public institutions only; Form FP): Please complete table at the end of this document. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate table for each institution.

8. Program Characteristics and Performance Goals (form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.

a. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of

core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required. <u>Not Applicable</u>

- Characteristics of a specific population to be served, if applicable. <u>Traditional MSU student population.</u>

b. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. <u>Faculty teaching upper level courses generally hold a Ph.D. which is the norm of the profession. A master's degree is required for teaching 100 level courses. All degrees must be in History or a related discipline except for those courses offered in other departments. Those faculty will hold the degree of choice for their professions.</u>
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here. <u>85-90 percent.</u>
- Expectations for professional activities, special student contact, teaching/learning innovation. <u>Internships</u>

c. Enrollment Projections

Form SE	Year				
	1	2	3	4	5
Full Time	25	35	45	45	45
Part Time	5	10	10	10	10
Total	30	45	55	55	55

- Student FTE majoring in program by the end of five years. <u>55</u>
- Percent of full time and part time enrollment by the end of five years. <u>82% fulltime and 18 % part time.</u>

d. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation. <u>20</u>
- Special skills specific to the program. <u>Students will learn critical thinking, research and writing skills. Because we are requiring a core in mathematical and scientific reasoning, they will also develop these skills as well.</u>
- Proportion of students who will achieve licensing, certification, or registration. <u>Not Applicable</u>
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used. <u>We have in place a series of assessments that measure student's progress in obtaining the content, reading and communication skills required by the program. Since all B.A., B.S. and B.S.E.D. students take the same history</u>

courses, we use the education based exams (formally Praxis and CBASE) to measure how well students are learning content. We will develop assessments specific to the tracks to measure how well students have mastered the additional content of their tracks. We will continue to use departmental assessments for measuring students' research and writing skills. For the B.A., we evaluate student writing at two stages: their introductory research methods course and their senior writing course. We will use this same rubric to determine how effectively the B.S. is achieving these goals (Appendix 4).

- ▪ Placement rates in related fields, in other fields, unemployed. This is difficult to track because comprehensive degrees prepare students broadly rather than for specific careers. We can nonetheless track students who attend law and graduate school, go into teaching and/or enter public history or business.
- ▪ Transfer rates, continuous study. We will track those students who continue their education in law and graduate schools.

e. Program Accreditation

- ▪ Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons. The History profession does not offer accreditation.

f. Alumni and Employer Survey

We are currently working on surveys that measure how well our students are able to apply the skills we teach them in their jobs. We will survey alumni and employers in the next two years for our B.A. and extend this to the B.S. the year after our first class graduates.

- ▪ Expected satisfaction rates for alumni, including timing and method of surveys
- ▪ Expected satisfaction rates for employers, including timing and method of surveys

9. No Program Specific Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program. Since there is no official accreditation for history programs, we will not seek accreditation.

10. Will this program be offered primarily at an off-campus location? If yes, complete this section. If no, skip to item 9. No

Quality Assurance for Off-Site Programs:
   a. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?

   b. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

   c. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial

4a Business and Marketing Plan: Recruiting and Retaining Students

- Describe the initial marketing plan for the new degree program. Describe how you will attract new students to campus and to the proposed program. Include the names and positions of the individuals responsible for marketing the program. Kathleen Kennedy, Department Head and Professor of History and Gail Emrie, Academic Advisor. The program is also marketed through the college which is the responsivity of Victor Matthews, Dean. Marketing for this program will run parallel with our other programs. Faculty will participate in on-campus recruiting events, distribute literature and invite high school students for visits to classes. The department also sponsors History Day and faculty judge the statewide contest. This increases the department's visibility.

- Project how the program will grow over time and how marketing will change as the program grows. We expect that this program will be attractive to students who want to study history but do not want to complete a BA as it gives them more flexibility in choosing courses outside their major than does the B.A. The program will also be attractive to students who elect not to teach but want to continue to study history. Currently these students find the B.A. requirements a burden to finishing their degrees and often transfer from the BSED to another B.S. in the college or do not finish their degrees. We expect that transfers will find this major particularly attractive as it will enable them to finish in two years, something that a BA does not always do because of the language requirements. We also expect that this program will be attractive to students who want to pursue cross disciplinary study. Students often have multiple interests that are not addressed in the traditional major + minor format or who are currently doing self-designed majors. I speak to numerous students who are broadly interested in the humanities and social sciences and would like to take courses in several disciplines. This perspective was supported by a survey we conducted with students taking a required general education course. This major will appeal to them and enhance their studies by requiring mathematical and/or scientific reasoning, something other B.S. degrees do not necessarily require.

- Estimate the costs for marketing and include them in the budget. No additional costs as we will combine BA and BS marketing.

- Describe plans to retain students through graduation. Students will receive a faculty advisor with whom they will work closely. Faculty will specialize in the individual tracks ensuring that each students will be made aware of the options and complexities of the major.

- Describe plans to ensure program enrollment outcomes are achieved. Faculty have been identified who will take leadership roles in recruiting students interested in a broad B.S. program.

4b Institutional Capacity

- Project the burden of the program on existing resources. Provide evidence that there are sufficient students and funds available to implement and sustain a high quality program without compromising the quality of existing programs. There are no additional burdens expected from this program. We have carefully chosen courses for this program that are not overburdened with enrollment demands and worked closely with other Department Heads to make sure that the courses students need can be offered within the resources available to those departments.

Appendix 1: "Tuning Points" Goals for the AHA

AHA History Tuning Project: History Discipline Core

The following document represents the AHA Tuning Project's effort to describe the skills, knowledge, and habits of mind that students develop in history courses and degree programs. We have revised it since the first version was offered last fall. We articulate the ways history supports an educated workforce and citizenry and demonstrate that its value goes far beyond narrow professional training. Because we believe that any discussion of teaching and learning history must be faculty-driven, we have used the expertise of history faculty from nearly 70 different institutions to draft, debate, and revise our ideas. Grounded in the excellent work already done by the AHA and scholars of teaching and learning, we developed this set of core competencies and examples of specific ways students might demonstrate their competence.

We offer this document as a reference point to stimulate conversations within history departments and other relevant units of colleges and universities. We assume it will be revised, taken apart, added to, or winnowed down to reflect the distinct character of each institution and its students. We hope to catalyze a process in which history faculties lay out their own distinctive goals and outcomes for courses, majors, and degrees, and then "tune" such descriptions by asking their own students, alumni, local employers, and civic leaders to join in a conversation about what history degrees provide. Our aim is to establish an ongoing collaboration with a wide set of stakeholders about the essential nature of history in higher education and the breadth of skills and knowledge that history students bring to the table.

—Anne Hyde (Colorado Coll.), member of the AHA Teaching Division
September 2013

For more information, see the project webpage at http://www.historians.org/tuning.

AHA History Tuning Project: History Discipline Core

History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.

Core Competencies (Numbers) and Learning Outcomes (Bullets)

HISTORY STUDENTS CAN:

1. **Engage in historical inquiry, research, and analysis.**
- Develop a disciplined, skeptical stance and outlook on the world that demands evidence and sophisticated use of information.
- Understand the dynamics of change over time.
- Explore the complexity of the human experience, across time and space.
- Evaluate a variety of historical sources for their credibility, position, and perspective.
- Read and contextualize materials from the past with appropriate precision and detail.
2. **Practice historical empathy.**
- Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
- Develop a body of historical knowledge with range and depth.
- Recognize the ongoing provisional nature of knowledge.
- Interpret the past in context; contextualize the past on its own terms.
- Explore multiple historical and theoretical viewpoints that provide perspective on the past.
- Recognize where they are in history.
3. **Understand the complex nature of the historical record.**
- Distinguish between primary and secondary materials and decide when to use each.
- Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past.
- Recognize the value of conflicting narratives and evidence.
4. **Generate significant, open-ended questions about the past and devise research strategies to answer them.**
- Seek a variety of sources that provide evidence to support an argument about the past.
- Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
- Identify and summarize other scholars' historical arguments.
5. **Craft historical narrative and argument.**
- Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
- Write effective narrative that describes and analyzes the past for its use in the present.
- Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation.
- Defend a position publicly and revise this position when new evidence requires it.
6. **Practice historical thinking as central to engaged citizenship.**
- Engage a diversity of viewpoints in a civil and constructive fashion.
- Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
- Apply historical knowledge and analysis to contribute to contemporary social dialogue.

SAMPLE TASKS FOR DEMONSTRATING COMPETENCIES: This broad list is intended to give instructors, programs, and departments a wide range of items through which to the competencies above might be demonstrated.

- Describe your own position in history in written, oral, or other forms.
- Generate class discussion questions from primary and secondary sources.
- Engage the ideas of others constructively in oral or written conversation/dialogue/discussion.
- Explain in written or oral presentation the difference between primary and secondary sources.
- Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more primary sources.
- Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more secondary sources.
- Demonstrate how various sources may be synthesized.
- Find appropriate materials online, in a library, or in the community and know how to cite them.
- Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the tools used to construct that historical argument.
- Contextualize a source; demonstrate in written or oral presentation what historical detail a source needs to be understood.
- Narrate, in written or oral presentation, an event from the past.
- Present and analyze, in written or oral presentation, different perspectives on an event from the past.
- Have a transcript that shows courses whose content ranges over time, space, culture, and methods.
- Use specific primary and secondary sources in examinations, discussions, and oral presentations.
- Select appropriate primary source(s) as evidence.
- Select appropriate secondary source(s) as evidence or in support of a position or argument.
- Identify existing and compelling questions about the subject.
- Pose appropriate research questions and assess the range of materials necessary to answer them.
- Write a proposal for the development of a work of history in any medium.
- Identify and cite sources and points of evidence appropriate in number and type for exercises such as an annotated bibliography, paper proposals, a semester paper, or a capstone exercise.
- Write a successful capstone research paper with appropriate citations.
- Participate in internship and/or field experience, and also the creation of an e-portfolio/blog/website that demonstrates the creation of historical narrative and argument for public use.
- Complete a substantial historical project autonomously.

Appendix 2: Catalog Copy of New B.S. in History

History

Major(s)

History

Bachelor of Science

1. General Education Requirements – see <u>General Education Program and Requirements</u> section of catalog
2. Major Requirements (45-51):
3. Bachelor of Science History Common Requirements (12)
   a. One of the following: PHI 105 or 115
   b. Both of the following: HST 103 and HST 104
   c. One of the following: MTH 340, MTH 545, PSY 200, SOC 302, PHI 305, 325, 341, ANT 320, ENG 321 or 585
4. Core History Courses (18 hours)

   a. HST 121(3) and 122(3)
   b. HST 210(3), 390(3), 598(3)
   c. One of the following: HST 392(3), 393(3), 394(3)

1. Complete 6 hours of courses chosen from two of the following areas:

   a. Africa: HST 323(3), 335(3), HST 334, HST 338 HST 339
   b. Asia: HST 380(3), 381(3), 571(3)
   c. Latin America: HST 350(3), 587(3), 588(3)
   d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3)
   e. Interregional and Cross-Regional: HST 340(3), 344(3), 345(3), 383(3), 563(3)

2. Complete 3 hours in European history: HST 343(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)
3. Complete 3 hours in United States history: HST 313, HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)
4. Complete an additional 9 hours of upper division history courses: HST 313, HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3), 597(3)
5. Of courses in numbered items 2, 3, 4, and 5 above:
   1. At least two must be pre-modern history courses: HST 313, HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)
   2. At least two must be modern history courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 350(3), 353(3), 355(3), HST 334, HST 338, HST 339
   3. 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3),

537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)

4. One must be a 500 level American History Course: HST 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)

5. One must be a 500 level World History Course: HST 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3) 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) 571(3), 587(3), 588(3)

6. Public Affairs Capstone Experience will be fulfilled by completion of HST 598(3)

Tracks: Students must complete one of the following four tracks: No More than Six Hours of History Core may be applied toward any one track.

Constitution and Law (18):

1. Six Hours of Required Courses: HST 517(3) and PLS 419(3)
   a. Nine Hours of Cross-Disciplinary—Liberties and Rights: LAW 231(3), LAW 531(3), LAW 537(3), CRM 210(3), CRM 260(3), ECO 435(3), PLN 570(3), JRN 407(3), PHI 340(3), PLS 515(3), PLS 517(3), PSY 320(3), PSY 359(3) or SOC 380(3)

American Studies: (24)

1. Required: HST 313 (3) American Cultural History
2. Nine Hours from the Following Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3).
3. CROSS DISCIPLINARY COURSE WITH AT LEAST 3 HOURS FROM EACH AREA:
   a. Society and Culture: AAS100(3), AAS397(3), ANT325(3), ANT390(3), ANT525(3), GRY301(3), GRY 318(3), OZK 150(3), OZK 300(3), PHI 317(3), REL 131(3), REL 315(3), REL 344(3), REL 346(3), REL 390(3), REL 531(3).
   b. Politics, Economics and the Law: ECO 320(3), PLS 255(3), PLS 301(3), 316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
   c. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 55(3), 385(3), 386(3), 485(3), 516(3), 517(3), 519(3), 553(3), 557(3), 58(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)
4. Politics, Economics and the Law: ECO320(3), PLS255(3), 301(3), 316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
5. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 355(3), 385(3), 386(3), 485(3), 516(3), 517(3), 519(3), 553(3), 557(3), 558(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)

International Studies: Non-Language: (27)

1. 18 credits may count in other areas of degree
2. Twelve Hours of NON- U. S. History courses in Regional Area of Emphasis (6 hours may count in major requirements)

3. Fifteen Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor) *

4. One to three hours of optional-Experiential Learning Course w/International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission.

Africa: ANT 330(3), 331(3), 332(3), 490(3), GRY 507(3), PLS 550(3), ART 27 (3), Art 386(3), ENG 355(3), ENG 363(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3), 334(3) 374(3), ENG 362(3), LLT 215(3), PHI 314(3). ECO 345(3), GRY 305(3), PLS 545(3).
Latin America: GRY 305(3)*; PLS 338(3)*, PLS 548(3) ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), ; SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101 (3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).
Middle East: ANT 335(3), REL 330(3) 350(3) 397(3) ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).
European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 545(3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

INTERNATIONONAL AREA STUDIES-1, LANGUAGE TRACK (27 hours)

1. 18 credits may count in other areas of degree
2. 6 credits of a foreign language; proficiency exam passed for 101 and 102 level foreign language; or, evidence of proficiency approved by History Dept. advisor.
3. Nine to Fifteen Hours of Non U. S History courses in Regional Areas of Emphasis (6 hours may count in major requirements)
4. Twelve Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor)
5. One to Three hours of Optional -Experiential Learning Course with International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission

Africa: ANT 330(3), 331(3), 332(3), 490(3), ENG 363(3), GRY 507(3), PLS 550(3), REL 345(3), 365(3), ART 273(3), 386(3), ENG 355(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3) ART 274(3), 374(3), ENG 362(3), LLT 215(3), PHI 314(3); ECO 345(3), GRY 305(3), PLS 545(3).

Latin America: GRY 305(3)*; PLS 338(3)*, 548(3), ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101(3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).

Middle East: ANT 335 (3), REL 330(3), 350(3), ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).

European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3);); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 54 (3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

Appendix 3: Advising Sheets for New B.S. in History

Beginning Catalogue Year Fall 2016

Degree Program Bachelor of Science in History   # American Studies Track

Course (Core) Recommended Sequence	GR.	Cr.	Course (upper-division content)	GR.	CR.
U.S. History Surveys: HST 121 and 122 (Freshman or beginning of Sophomore year) We also recommend fulfilling World History Requirement in first and second year (see BA requirements)		6	1. One Course from 2 areas (Africa, Asia, Latin America, Middle East or Interregional and Cross- regional		6
Writing II: HST 210 (Sophomore Year)		3	2. One Course in European History		3
Junior Writing Seminar: HST 392 or 393 or 394 Prereq. HST 210 (Junior Year)		3	3. One Course in United States History		3
Historiography: HST 390 (Junior Year)		3	4. Nine Hours of Additional Upper Division Courses		9
Senior Seminar: HST 598 Prereq. HST 390 and 392 or 393 or 394 (Senior Year)		3	5. Pre-Modern Requirement. At least two upper division courses must be pre-modern history. Seminars may not be used to fulfill this requirement.		
			6. Modern History Requirement. At least two upper division courses must be modern. Seminars may not be used to fulfill this requirement		

Course Options per Category*

1. a. Africa: HST 323(3), 335(3) b. Asia: HST 380(3), 381(3), 571(3) c. Latin America: HST 350(3), 587(3), 588(3) d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) e. Interregional and Cross-Regional: HST 340(3), 344(3), 383(3), 563(3)

2. European Courses: HST 343(3), 345(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)

3. U. S. Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)

4. Electives: HST 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3)

5. Pre-modern Courses: HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

6. Modern Courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 345(3), 350(3), 353(3), 355(3), 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)

** HST 397 and HST 597 are variable topics courses. Category designation is approved by Dept. Head and is available in Class Schedule-Course Descriptions each semester.

General Education Requirement (black header, illegible)		
Foundations 14-16 credits		**Breadth of Knowledge** 31-34 credits
GEP101/ UHC110 (not required for transfer students)	2	**Human Cultures** 12 credits *(must have 4 different course codes)*	
ENG 110	3	Social and Behavioral Science : AGR 100; ANT 125; CFD 155, 163; ECO 155, 165; GRY 108; MED 120; PSY 121; REL 131; SOC 150	6
COM 115	3	Humanities: AAS 100; ART 271, 272, 273, 274; ENG 200, 282, 283; HST 103 ,104; LLT 121; MED 274; MUS 241; PHI 110; REL 101, 102	3
MTH 130, 135, or higher	3-5	Arts: ART 200; DAN 180; ENG 203, 205, 215; MUS 239; THE 101	3
Writing II : HST 210	3		
		Public Affairs 12 credits *(must have 4 different course codes)*	
Natural World 7-10 credits *(Choose 1 course from 2 areas for a total of 7-10 credits, at least one course must have a lab), * indicates courses with lab.*		American History and Institutions HST 121 or HST 122	3
Life Sciences: (one Course 3-5 credits) BIO 100*, [101, 111*], 121*; BMS[100, 111*],105*, 110*; GLG 115	3-5	PLS101: (Senate Bill #4 req.)	3
Physical Sciences; (one course 3-5 credits) AST113, 114, 115*; CHM[107, 108*],[116, 117*]; GLG110*, 171; GRY 135*, 142*; PHY 100*, 101*, 123*,203*	3-5	Cultural Competence: ANT 100; ENG 289: GRY 100; LLT 180; MCL 200; MTH121, REL 100, 210; SWK 219	3
Courses in brackets [..] are separate lecture/lab combinations. See catalog entry.		Public Issues (12 hr. Prereq.) : CIS 200; CSC 210; ECO 101; ENG 201, 222; KIN 210, 286; PHI 105, 115; PLN 100	3

Bachelor of Science - History (comprehensive requirements and B.A. track requirements; check advising worksheets for areas of specialization)		
PHI 105, 115	3	*(black header, illegible)*	
HST 103 & 104 (does not count as part of History Major but counts as part of Gen Ed)	6	HST 3XX American Cultural History	3
AGR330, MTH340, PSY200, QBA237, SOC302, REC328, PHI 305, PHI325, PHI341, ANT320, OR ENG 321	3	29 credits US History, at least 3 credits from the following list: HST 509, 510, 515, 516, 517, 518, 519, 521, 523, 524, 525, 528, 531, 536, 537, 538	9
		(black header, illegible)	12
		Society and Culture: AAS100, AAS397, ANT325, ANT390, ANT525, GRY300, GRY301, OZK 150, OZK 300, RHI317	
		Politics, Economics and the Law: ECO320, PLS355, PLS301, PLS316, PLS317, PLS413, PLS414, PLS419, PLS515, PLS517, PLS518, PLS535, PLS567	
		Arts and Literature: ART273, ART485, ART381, ART385, ENG350, ENG351, ENG354, ENG355, ENG385, ENG386, ENG455, ENG485, ENG516, ENG517, ENG519, ENG553, ENG557, ENG558, ENG559, ENG563, MED325, MUS347, THE547	

Beginning Catalogue Year Fall 2016

Constitution
Degree Program Bachelor of Science in History
and Law Track

MAJOR REQUIREMENTS 39 HOURS					
Course (Core) Recommended Sequence	GR.	Cr.	Course (upper-division content)	GR.	CR.
U.S. History Surveys: HST 121 and 122 (Freshman or beginning of Sophomore year) We also recommend fulfilling World History Requirement in first and second year (see BA requirements)		6	1. One Course from 2 areas (Africa, Asia, Latin America, Middle East or Interregional and Cross- regional		6
Writing II: HST 210 (Sophomore Year)		3	2. One Course in European History		3
Junior Writing Seminar: HST 392 or 393 or 394 Prereq. HST 210 (Junior Year)		3	3. One Course in United States History		3
Historiography: HST 390 (Junior Year)		3	4. Nine Hours of Additional Upper Division Courses		9
Senior Seminar: HST 598 Prereq. HST 390 and 392 or 393 or 394 (Senior Year)		3	5. Pre-Modern Requirement. At least two upper division courses must be pre-modern history. Seminars may not be used to fulfill this requirement.		
			6. Modern History Requirement. At least two upper division courses must be modern. Seminars may not be used to fulfill this requirement		

Course Options per Category**

7. a. Africa: HST 323(3), 335(3) b. Asia: HST 380(3), 381(3), 571(3) c. Latin America: HST 350(3), 587(3), 588(3) d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) e. Interregional and Cross-Regional: HST 340(3), 344(3), 383(3), 563(3)

8. European Courses: HST 343(3), 345(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)

9. U. S. Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)

10. Electives: HST 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3)

11. Pre-modern Courses: HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

12. Modern Courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 345(3), 350(3), 353(3), 355(3), 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)

** HST 397 and HST 597 are variable topics courses. Category designation is approved by Dept. Head and is available in Class Schedule- Course Descriptions each semester.

GENERAL EDUCATION REQUIREMENTS (see catalog for approved courses and for policies and procedures and other requirements)				
Foundations 14-16 credits		**Breadth of Knowledge** 31-34 credits		
GEP101/ UHC110 (not required for transfer students)	2	**Human Cultures** 12 credits *(must have 4 different course codes)*		
ENG 110	3	Social and Behavioral Science : AGR 100; ANT 125; CFD 155, 163; ECO 155, 165; GRY 108; MED 120; PSY 121; REL 131; SOC 150		6
COM 115	3	Humanities: AAS 100; ART 271, 272, 273, 274; ENG 200, 282, 283; HST 103 ,104; LLT 121; MED 274; MUS 241; PHI 110; REL 101, 102		3
MTH 130, 135, or higher	3-5	Arts: ART 200; DAN 180; ENG 203, 205, 215; MUS 239; THE 101		3
Writing II : HST 210	3	**Public Affairs** 12 credits *(must have 4 different course codes)*		
Natural World 7-10 credits *(Choose 1 course from 2 areas for a total of 7-10 credits, at least one course must have a lab), * indicates courses with lab.*		American History and Institutions HST 121 or HST 122		3
Life Sciences: (one Course 3-5 credits) BIO 100*, [101, 111*], 121*; BMS[100, 111*],105*, 110*; GLG 115	3-5	PLS101: (Senate Bill #4 req.)		3
Physical Sciences; (one course 3-5 credits) AST113, 114, 115*; CHM[107, 108*],[116, 117*]; GLG110*, 171; GRY 135*, 142*; PHY 100*, 101*, 123*,203*	3-5	Cultural Competence: ANT 100; ENG 289; GRY 100; LLT 180; MCL 200; MTH121, REL 100, 210; SWK 219		3
Courses in brackets [..] are separate lecture/lab combinations. See catalog entry.		Public Issues (12 hr. Prereq.) : CIS 200; CSC 210; ECO 101; ENG 201, 222; KIN 210, 286; PHI 105, 115; PLN 100		3

Bachelor of Science (BS)/ Comprehensive Requirement and A-E (K)Requirement 6 units 9 (These may be courses in other department areas)				
PHI 105, 115	3	COMMON CORE AREAS		
HST 103 & 104 (does not count as part of History Major but counts as part of Gen Ed)	6	HST 517 (may count toward Major requirements)		3
AGR330, MTH340, PSY200, QBA237, SOC302, REC328, PHI 305, PHI325, PHI341, ANT320, OR ENG 321	3	PLS 419		3
		PLS 515 or PLS 517		3
		CROSS DISCIPLINARY – LIBERTIES AND RIGHTS (choose 3 from the following courses) AGB314, LAW231, LAW531, LAW537, CRM210, CRM260, ECO435, PLN570, BN407, PHI340, PLS451, PLS515, PLS517, PSY320, SOC380		9

·Beginning Catalogue Year Fall 2016

Degree Program Bachelor of Science in History

·International Studies 1
Language Track

Course (Core) Recommended Sequence	GR.	Cr.	Course (upper-division content)	GR.	CR.
U.S. History Surveys: HST 121 and 122 (Freshman or beginning of Sophomore year) We also recommend fulfilling World History Requirement in first and second year (see BA requirements)		6	1. One Course from 2 areas (Africa, Asia, Latin America, Middle East or Interregional and Cross- regional		6
Writing II: HST 210 (Sophomore Year)		3	2. One Course in European History		3
Junior Writing Seminar: HST 392 or 393 or 394 Prereq. HST 210 (Junior Year)		3	3. One Course in United States History		3
Historiography: HST 390 (Junior Year)		3	4. Nine Hours of Additional Upper Division Courses		9
Senior Seminar: HST 598 Prereq. HST 390 and 392 or 393 or 394 (Senior Year)		3	5. Pre-Modern Requirement. At least two upper division courses must be pre-modern history. Seminars may not be used to fulfill this requirement.		
			6. Modern History Requirement. At least two upper division courses must be modern. Seminars may not be used to fulfill this requirement		

Course Options per Category**

13. a. Africa: HST 323(3), 335(3) b. Asia: HST 380(3), 381(3), 571(3) c. Latin America: HST 350(3), 587(3), 588(3) d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) e. Interregional and Cross-Regional: HST 340(3), 344(3), 383(3), 563(3)

14. European Courses: HST 343(3), 345(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3) :

15. U. S. Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)

16. Electives: HST 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3)

17. Pre-modern Courses: HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

18. Modern Courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 345(3), 350(3), 353(3), 355(3), 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)

** HST 397 and HST 597 are variable topics courses. Category designation is approved by Dept. Head and is available in Class Schedule-Course Descriptions each semester.

GENERAL ED REQUIREMENTS					
Foundations 14-16 credits			**Breadth of Knowledge** 31-34 credits		
GEP101/ UHC110 (not required for transfer students)		2	**Human Cultures** 12 credits *(must have 4 different course codes)*		
ENG 110		3	Social and Behavioral Science : AGR 100; ANT 125; CFD 155, 163; ECO 155, 165; GRY 108; MED 120; PSY 121; REL 131; SOC 150		6
COM 115		3	Humanities: AAS 100; ART 271, 272, 273, 274; ENG 200, 282, 283; HST 103 ,104; LLT 121; MED 274; MUS 241; PHI 110; REL 101, 102		3
MTH 130, 135, or higher		3-5	Arts: ART 200; DAN 180; ENG 203, 205, 215; MUS 239; THE 101		3
Writing II : HST 210		3	**Public Affairs** 12 credits *(must have 4 different course codes)*		
Natural World 7-10 credits *(Choose 1 course from 2 areas for a total of 7-10 credits, at least one course must have a lab), * indicates courses with lab.*			American History and Institutions HST 121 or HST 122		3
Life Sciences: (one Course 3-5 credits) BIO 100*, [101, 111*], 121*; BMS[100, 111*],105*, 110*; GLG 115		3-5	PLS101: (Senate Bill #4 req.)		3
Physical Sciences; (one course 3-5 credits) AST113, 114, 115*; CHM[107, 108*],[116, 117*]; GLG110*, 171; GRY 135*, 142*; PHY 100*, 101*, 123*,203*		3-5	Cultural Competence: ANT 100; ENG 289; GRY 100; LLT 180; MCL 200; MTH121, REL 100, 210; SWK 219		3
Courses in brackets [..] are separate lecture/lab combinations. See catalog entry.			Public Issues (12 hr. Prereq.) : CIS 200; CSC 210; ECO 101; ENG 201, 222; KIN 210, 286; PHI 105, 115; PLN 100		3

Bachelor of Arts in History comprehensive Required emphasis and Area of Emphasis requirement (24 hours) additional to other Gen Ed requirements					
PHI 105, 115 (may count in Gen Ed)		3			
HST 103 & 104 (does not count as part of History Major but counts as part of Gen Ed)		6	6 credits of a foreign language proficiency exam passed for 101 and 102 level foreign language, or evidence of proficiency approved by Hst. Dept. advisor.		6
AGR330, MTH340, PSY200, QBA237, SOC302, REC328, PHI 305, PHI325, PHI341, ANT320, OR ENG 321		3	Non U.S. History courses in Regional Areas of Emphasis (6 hours may count in major requirements)		9-15
Optional -Experiential Learning Course with International Emphasis (Study Away, Internship, or Service Learning)		1-3	CROSS DISCIPLINARY NON HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor)		12

* Examples of International area studies courses in other disciplines

Africa: ANT 330 (3), 331 (3), 332 (3), 490 (3), GRY 507 (3), PLS 550 (3), REL 345 (3), 365, ART 273 (3), 488 (3), ENG 355 (3), ENG 363 (3), 455 (3). CRM 415 (3), HST 531 (3), SOC 336 (3), SWK 219 (3). ·

Asian: REL 355 (3), 357 (3), 360 (3) ART 274 (3), 374 (3), ENG 362 (3), LLT 215 (3), PHI 314 (3). ECO 345(3), GRY 305 (3), PLS 545 (3).

Latin America: GRY 305(3)*; PLS 338(3)*, PLS 548(3) ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), ART (3)*, 598(3)*; REL 397(3)*; SOC 336(3); ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101 (3), 102 (3), 201 (3), 202 (3), 297(3)*, 320(3), 325(3), 326(3), 415(3).

Middle East: ANT 335 (3), REL 330 (3), 350 (3), 397 (3) ART 382 (3), ARB 101 (3), 102, (3), 201 (3), 202 (3); HBW 101 (3), 102 (3), 201 (3), 202 (3); LLT 197 (3): GRY 305 (3), PLS 546 (3), SOC 397 (3).

European: ART 271 (3), 272 (3), 472 (3), 474 (3), 475 (3), 478 (3), 479 (3); COM 360(3); ENG 340 (3), 341 (3), 360 (3), 361 (3), 510 (3), 512 (3) 513 (3), 514(3), 541 (3), 543 (3), 544 (3), 546 (3), 548(3), 598 (3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301 (3), 302 (3), GRM 302 (3), 312 (3), 320 (3), 325(3), 455 (3), 465 (3), 475 (3); GRY 305(3), 320(3), 323(3), 397(1-3); LLT 225(3), 240 (3), 271 (3), 325 (3), 326 (3), 545 (3), 595 (3); LTN 450 (3), 451 (3), 460 (3), 461 (3), 470 (3), 471 (3); MCL 303(3); PHI 306 (3), 310 (3), 312 (3); PLN 597(1-5); PLS 205(3), 232(3), 343 (3), 547(3); REL 335 (3), 340 (3); SPN 325(3), 450(3)

Beginning Catalogue Year Fall 2016   **International Studies 2**

Degree Program Bachelor of Science In History **Non-Language Track**

Course (Core) Recommended Sequence	GR.	Cr.	Course (upper-division content)	GR.	CR.
U.S. History Surveys: HST 121 and 122 (Freshman or beginning of Sophomore year) We also recommend fulfilling World History Requirement in first and second year (see BA requirements)		6	1. One Course from 2 areas (Africa, Asia, Latin America, Middle East or Interregional and Cross- regional		6
Writing II: HST 210 (Sophomore Year)		3	2. One Course in European History		3
Junior Writing Seminar: HST 392 or 393 or 394 Prereq. HST 210 (Junior Year)		3	3. One Course in United States History		3
Historiography: HST 390 (Junior Year)		3	4. Nine Hours of Additional Upper Division Courses		9
Senior Seminar: HST 598 Prereq. HST 390 and 392 or 393 or 394 (Senior Year)		3	5. Pre-Modern Requirement. At least two upper division courses must be pre-modern history. Seminars may not be used to fulfill this requirement.		
			6. Modern History Requirement. At least two upper division courses must be modern. Seminars may not be used to fulfill this requirement		

Course Options per Category**

19. a. Africa: HST 323(3), 335(3) b. Asia: HST 380(3), 381(3), 571(3) c. Latin America: HST 350(3), 587(3), 588(3) d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) e. Interregional and Cross-Regional: HST 340(3), 344(3), 383(3), 563(3)

20. European Courses: HST 343(3), 345(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)

21. U. S. Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)

22. Electives: HST 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3)

23. Pre-modern Courses: HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

24. Modern Courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 345(3), 350(3), 353(3), 355(3), 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)

** HST 397 and HST 597 are variable topics courses. Category designation is approved by Dept. Head and is available in Class Schedule-Course Descriptions each semester.

GENERAL EDUCATION REQUIREMENTS					
Foundations 14-16 credits			**Breadth of Knowledge** 31-34 credits		
GEP101/ UHC110 (not required for transfer students)		2	**Human Cultures** 12 credits *(must have 4 different course codes)*		
ENG 110		3	Social and Behavioral Science : AGR 100; ANT 125; CFD 155, 163; ECO 155, 165; GRY 108; MED 120; PSY 121; REL 131; SOC 150		6
COM 115		3	Humanities: AAS 100; ART 271, 272, 273, 274; ENG 200, 282, 283; HST 103 ,104; LLT 121; MED 274; MUS 241; PHI 110; REL 101, 102		3
MTH 130, 135, or higher		3-5	Arts: ART 200; DAN 180; ENG 203, 205, 215; MUS 239; THE 101		3
Writing II : HST 210		3	**Public Affairs** 12 credits *(must have 4 different course codes)*		
Natural World 7-10 credits *(Choose 1 course from 2 areas for a total of 7-10 credits, at least one course must have a lab), * indicates courses with lab.*			American History and Institutions HST **121** or HST **122**		3
Life Sciences: (one Course 3-5 credits) BIO 100*, [101, 111*], 121*; BMS[100, 111*],105*, 110*; GLG 115		3-5	PLS101: (Senate Bill #4 req.)		3
Physical Sciences; (one course 3-5 credits) AST113, 114, 115*; CHM[107, 108*],[116, 117*]; GLG110*, 171; GRY 135*, 142*; PHY 100*, 101*, 123*,203*		3-5	Cultural Competence: ANT 100; ENG 289: GRY 100; LLT 180; MCL 200; MTH121, REL 100, 210; SWK 219		3
Courses in brackets [..] are separate lecture/lab combinations. See catalog entry.			Public Issues (12 hr. Prereq.) : CIS 200; CSC 210; ECO 101; ENG 201, 222; KIN 210, 286; PHI 105, 115; PLN 100		3

Bachelor of Science liberal comprehensive multidisciplinary AREA OF EMPHASIS Requirements 12 hours 15 credits (may count in either area of GE)					
PHI 105, 115 (may count in Gen Ed)		3	ORIENTATION COURSE with International/Global focus (3 hours)		
HST 103 & 104 (does not count as part of History Major but counts as part of Gen Ed)		6	NON- U.S. History courses in Regional Area of Emphasis (6 hours may count in major requirements)		12
AGR330, MTH340, PSY200, Q&A237, SOC302, REC328, PHI 305, PHI325, PHI341, ANT320, OR ENG 321		3	CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS from at least 2 separate disciplines approved by advisor.		15
Optional-Experiential Learning Course w/International Emphasis (Study Away, Internship, or Service Learning)		1-3			

* Examples of International area studies courses in other disciplines

Africa: ANT 330 (3), 331 (3), 332 (3), 490 (3), GRY 507 (3), PLS 550 (3), REL 345 (3), 365, ART 273 (3), 488 (3), ENG 355 (3), ENG 363 (3), 455 (3). CRM 415 (3), HST 531 (3), SOC 336 (3), SWK 219 (3).

Asian: REL 355 (3), 357 (3), 360 (3) ART 274 (3), 374 (3), ENG 362 (3), LLT 215 (3), PHI 314 (3). ECO 345(3), GRY 305 (3), PLS 545 (3).

Latin America: GRY 305(3)*; PLS 338(3)*, PLS 548(3) ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), ART (3)*, 598(3)*; REL 397(3)*; SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101 (3), 102 (3), 201 (3), 202 (3), 297(3)*; 320(3), 325(3), 326(3), 415(3).

Middle East: ANT 335 (3), REL 330 (3), 350 (3), 397 (3) ART 382 (3), ARB 101 (3), 102, (3), 201 (3), 202 (3); HBW 101 (3), 102 (3), 201 (3), 202 (3); LLT 197 (3): GRY 305 (3), PLS 546 (3), SOC 397 (3).

European: ART 271 (3), 272 (3), 472 (3), 474 (3), 475 (3), 478 (3), 479 (3); COM 360(3); ENG 340 (3), 341 (3), 360 (3), 361 (3), 510 (3), 512 (3) 513 (3), 514(3), 541 (3), 543 (3), 544 (3), 546 (3), 548(3), 598 (3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301 (3), 302 (3), GRM 302 (3), 312 (3), 320 (3), 325(3), 455 (3), 465 (3), 475 (3); GRY 305(3), 320(3), 323(3), 397(1-3); LLT 225(3), 240 (3), 271 (3), 325 (3), 326 (3), 545 (3), 595 (3); LTN 450 (3), 451 (3), 460 (3), 461 (3), 470 (3), 471 (3); MCL 303(3); PHI 306 (3), 310 (3), 312 (3); PLN 597(1-5); PLS 205(3), 232(3), 343 (3), 547(3); REL 335 (3), 340 (3); SPN 325(3), 450(3)

Appendix 4: Copy of Assessment Program for B.A.

Upon graduating with a BA in History, a student will be able to:

1. Demonstrate a breadth of training across historical time and space (Praxis)
2. Develop an in-depth understanding of a field, theme or region (praxis)
3. Demonstrate an historical awareness of the diversity of the human experience across time and space (research papers)
4. Apply, assess and debate the major historical schools of thought, methodology and types of sources that historians use to make original arguments (research papers)
5. Formulate historical arguments and communicate those arguments in clear and persuasive prose. (research papers)

Program Assessment Strategy

Our program assessment strategy will comprise two assessment tools. Collectively these two tools will allow us to better assess the development of cultural competency among our students .The first will measure the success of our program in imparting knowledge about the course of human history to our students. The second tool will assess the development of written and critical reasoning skills among our students over the course of their upper division study in the department.

Content Assessment

A central goal of our undergraduate curriculum is to teach cultural competency to our students through a broad exploration of the course of human history. In the past, we have tested our success in this endeavor through a nationally distributed multiple choice exam which has recently been discontinued. In the future we will use the history portion of the Praxis exam taken by all of our BSED majors to provide a more useful picture of our student's knowledge. The Praxis has several advantages over the previous test:

- It is a more in-depth test.
- It is taken more seriously by our students.
- It allows us to compare our test results against those of other institutions at a variety of levels.

Use of the Praxis for this purpose has only recently become possible. Praxis results reports now allows us to filter just our majors out of the larger body of Praxis takers on campus and also allow us to track our BSED major's scores in both US and World History separately from the other social science content. Moreover, Praxis is a nationally recognized exam which will allow us to more meaningfully compare our performance on the state and national level.

Administration of this assessment tool will require little effort on the part of the department, beyond extracting the data from the Praxis exam reports each year. The BSED coordinator will

provide the data to the Undergraduate Director who along with the Undergraduate Committee will monitor our student's performance identifying any content areas where our performance might be strengthened. This information may be helpful in identifying content areas in which new hires should be made.

Written and Critical Reasoning Skill Assessment

In order to assess whether students have developed the written, critical reasoning and cultural competency skills that define our major, we will also include the following new assessment strategy so that we can better assess the skills developed by our students over the course of their upper division study in our department. To do this we will develop a new assessment tool: a uniform rubric applied to substantial primary source research papers produced by our students in their gateway 300-level primary source seminars and their cap-stone senior seminars during their final year of study. The rubric laid out below assesses the written communication, critical reasoning and cultural competency skills of students, providing the department with a clear picture of whether our students are improving these skills over the course of their study in our program. This assessment strategy recognizes that it takes time to teach these skills and that the best way to measure improvement is over the course of their study within the major rather than semester by semester. This assessment strategy is therefore designed only to assess our program and will not be used to assess individual faculty performance. Further, it recognizes that many of our students are not capable of conducting serious primary source research when they enter our program, nor can they be quickly taught to produce such research. Instead this tool will produce an honest assessment of our student's best efforts to conduct such research early in, and at the conclusion of, their studies. New 300-level primary source seminars and the cap-stone seminars will only be taught by established research faculty in their fields of specialty allowing for a more thorough and critical assessment of student skill development than would otherwise be possible. The data collected will assist the department to identify areas of strength and weakness in our overall curriculum. With such knowledge, individual faculty members may be able to address programmatic weaknesses by altering the curriculum in individual courses.

Assessment Rubric: History 210; 392, 3 and 4; and 598

Assessment Rubric

Historical Awareness: 20 Percent

5   Excellent: Shows a strong and nuanced awareness of historical context, avoids judging historical figures by modern standards, avoids anachronism, displays consistent ability to empathize with the perspectives of primary sources.

4.   Good: Shows awareness of historical context, largely avoids judging historical figures by modern standards, avoids anachronism, and displays some ability to empathize with the perspectives of primary sources.

3   Average: shows some awareness of historical context although at times loses perspective, sometimes judges historical figures by modern standards and/or is anachronistic although not to the extent that it seriously compromises the argument, displays little ability to empathize with the perspectives of primary sources.

2   Poor: Shows little awareness of historical context, regularly judges historical figures by modern standards and/or is anachronistic, fails to empathize with the perspectives of primary sources in ways that seriously undermine the argument.

1   Unsatisfactory: Shows no coherent awareness of historical context

Thesis: 10 Percent

5   Excellent: Strong thesis, clearly stated. Original, creative, thoughtful. Answers the question of historical significance. Broad enough to convey importance of discussion to follow, narrow enough to support with available materials.

4   Good: Clearly stated. Answers the question of historical significance but less well than A above. Factually correct.

3   Average: Unchallenging thesis, simply asserts the obvious. Attempts to answer the question of historical significance. Factually correct.

2   Poor: Ambiguous or unclear wording. Topically unfocused. Does not answer the question of historical significance. Factually correct.

1   Unsatisfactory: Missing or simply describes topic of paper. Any of the above, but factually incorrect.

Argument: 10 Percent

5 Excellent: Persuasive, well-organized and balanced. Develops and supports thesis. Sharp and focused topic sentences foreground key ideas and lend logical organization to argument. Conveys the complexity and depth of the issues while maintaining clarity. Acknowledges and responds to counterevidence or contrary interpretations. Factually correct and historically specific.

4 Good: Persuasive, well-organized, develops and supports thesis. Factually correct and historically specific. Topic sentences foreground most key ideas but not as sharp or focused as A above. Organization awkward in some places. Ignores important counterevidence or contrary interpretations. Less successful at conveying complexity and depth of the issues.

3 Average: Simple organization that relates to thesis. May contain minor extraneous information, minor factual errors, or minor omissions of historical specifics. Topic sentences more descriptive than analytical or structure paragraphs that lack focus. Argument lacks depth and complexity.

2 Poor: Unclear or unsustained argument. Wanders off thesis or develops extraneous information. Topic sentences fail to focus paragraphs or provide structure and organization to the argument. Lacks historic specificity.

1 Unsatisfactory: Simply recounts chronology or series of events with little effort to form an argument in support of thesis. Paragraphs lack focus and organization. Topic sentences missing or are so unfocused as to be meaningless. Or, argument contains important factual errors, omissions, or both.

Evidence–Primary Sources: 20 Percent

5 Excellent: Content, thesis, and argument built upon excellent internal criticism of an appropriate range and variety of primary sources. Elegant integration of primary-source evidence into the argument of the paper.

4 Good: Competent selection and integration of primary-source evidence into content, thesis, and argument. Internal criticism of evidence exhibits clear understanding of meaning and significance of primary sources but lacks some of the depth and sophistication of A above. The range of sources identified not as varied as A above. May neglect some appropriate and easily available sources.

3 Average: Integrates some documentary evidence into argument in support of thesis. Argument and thesis of paper derive more from reporting content of primary sources than internal criticism of those sources. Overlooks important, appropriate, and easily available evidence.

2   Poor: Argument and thesis do not derive from analysis and internal criticism of primary sources. Makes use of only limited range of appropriate primary sources. Primary sources used primarily to supplement a thesis derived principally from secondary sources.

1   Unsatisfactory: Use of primary sources out of historical context or contrary to its historical meaning. Or, fails to integrate primary-source evidence altogether.

Evidence–Secondary Sources: 20 Percent

5   Excellent: Establishes a historiographical context through an appropriate range of appropriate secondary sources. Paper situates its argument within the historiographical context. Acknowledges and engages arguments and interpretations of secondary sources.

4   Good: Establishes a historiographical context but not as well as A above. Engages interpretations of secondary sources but either does not capture the arguments of those sources as well as A above or does not use a sufficient range of secondary sources to develop a historiographical context appropriate to the paper.

3   Average: Attempts to establish a historiographical context. Attempts to engage interpretations and arguments of secondary sources. Uses secondary sources primarily to mine information for historical content. Overlooks some key secondary sources relevant to the topic.

2   Poor: Limits use of secondary sources to just a few works. Makes no attempt to establish a historiographical context. Fails to engage interpretations and arguments of secondary sources. Overlooks many key secondary sources relevant to the topic.

1   Unsatisfactory: Makes no attempt to establish a historiographical context. Fails to engage interpretations and arguments of secondary sources. Uses only one or two secondary sources. Overlooks several key secondary sources relevant to topic.

Format: 10 Percent

5   Excellent: Follows appropriate Turabian style for footnotes and bibliography. Historiographic footnote adheres to standards established in class handouts. Annotations in bibliography are informative and clarify the arguments and interpretations of the works cited.

4   Good: Follows appropriate Turabian style for footnotes and bibliography with only minor errors. Historiographic footnote adheres to standards established in class handouts but not as well as in A above. Annotations in bibliography less informative than in A above.

3   Average: Several minor errors made consistently throughout the paper in the footnote style and bibliography. Historiographic footnote lacks clarity and logical coherence. Annotations in bibliography vague or fail to convey much of significance about the works cited.

2   Poor: Makes repetitive errors in Turabian footnote and bibliography style. Documentation difficult but not impossible to follow. Historiographic footnote confusing or fails to convey appropriate information. Some annotations in bibliography missing and others are vague or fail to convey much of significance about the works cited.

1   Unsatisfactory: Fails to adhere to Turabian style throughout in for footnotes and bibliography. Historiographic footnote missing or deviates significantly from standards established in class. Bibliography lacks annotations or missing altogether.

Style and Grammar: 10 Percent
5   Excellent: Written in elegant, engaging, and appropriate academic style. Few if any grammatical errors. Of publishable standard.

4   Good: Generally well written in appropriate academic style. May exhibit minor lapses in grammar and strays a bit from good style.

3   Average: Readable but neither elegant nor engaging. Fewer than eight lapses into first-person voice, passive verbs, mixed verb tenses, typos, etc.

2   Poor: Requires sustained effort on part of reader to overlook poor grammar, improper word usage, awkward sentences, typos, miss-spelled words, etc.

1   Unsatisfactory: Numerous grammatical errors that frustrate the reader's attempt to understand the paper's argument on first reading.

Assessment Data for 598:

Academic Year 2012-2015

Topic	5 (Excellent)	4 (Good)	3 (Average)	2 (Poor)	1 (Unsatisfactory)
Historical Awareness	21	11	4	1	
Thesis	20	8	10	1	
Argument	19	7	12	1	

Primary Source Use	15	15	7	1	2
Secondary Source Use	12	17	9	1	
Format	16	13	4	0	2
Style and Grammar	20	13	5	3	

Academic Year, 2014-2015

Topic	5 (Excellent)	4 (Good)	3 (Average)	2 (Poor)	1 (Unsatisfactory)
Historical Awareness	13	2	1		
Thesis	13	2	1		
Argument	11	3	2		
Primary Source Use	9	3	4		
Secondary Source Use	8	4	4		
Format	9	7			
Style and Grammar	10	6			