

2

Approval Form

Proposal Title: Requirement change for Program

Sponsor(s) Curriculum Committee Dept.: History Dept. Ext. 7312

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (please name deletion or credit/title/catalog change)

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input type="checkbox"/> Approved _____ Date _____</p> <p><input type="checkbox"/> Not Approved _____ Date _____</p> <p><i>David K. [Signature]</i> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date _____</p> <p>_____ Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>G13-G14-39</u></p> <p>Proposal Received _____ Date _____</p> <p><u>11-23</u></p> <p>_____ SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments: _____</p> <p><i>Joanne Scott</i> School Curr Comm Chairperson</p>
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Step 4 (Academic Dean) **Comments:**

Recommend Not Recommend Conditionally Recommend (see comments)

Reviewed 5/27/94 Date _____

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 11/17/94 Date _____ Approved by Senate Curriculum Committee 12/2/94 Date _____

Returned to sponsor(s) for the following reasons:
Review a Curriculum Change and add consultation with faculty.

Step 6 (Senate)

Presented to Senate 12/21/94 Date _____ Approved Not Approved

Notification to Executive Vice-President/Provost _____ Date _____

[Signature]
Signature SCC Chairperson

BT Kelson 12/16/95 Approval 12/16/95 David G. [Signature]

HISTORY MAJOR

MINOR CURRICULAR CHANGE

1. Details:

A. Change Requested: Change of Program Requirements

<u>Present History Program Requirements</u>	1st & 2nd years
United States History I	"
United States History II	"
Western Civilization I	"
Western Civilization II	"
Historiography	3rd year
Seminar	4th year
Four three/four hundred level electives	
Two non Western electives	

TO:

United States History I (required)	100 level
Western Civilization I (required)	
World History Since 1500 (required)	
United States History II or	
Western Civilization II or	
200 level elective	
Global Field Survey	
Historical Methods (required)	
300 level	
Proseminar (required)	
Global Upper level (elective)	300 level
Free elective in one or more fields	
400 level	
Free elective	
Free elective	
Seminar (required)	
Portfolio (required)	

B. Sponsor: History Department

2. Rationale

A. The new major redistributes introductory requirements. We halved the survey level requirement in Western Civilization and U.S. History. One of the two courses deleted from the required category can be taken as a lower level elective. The other can be taken as a general education course. By dropping the two courses, we created a space for World History and for Historical Methods at the 200 level. In addition, the shift made it possible for

students to fit African-American History and New Jersey History into the major model (previously not possible). The new model gives us an incremental sequence of learning from general and comparative study (breadth) to more focused and specific study (depth) at the upper level.

We have replaced the two semester upper level sequence of required courses for the major with a three semester sequence of courses tailored for the 300 majors. This was accomplished by splitting the Historiography course into two separate courses: a lower level course on Historical Methods and an upper level Proseminar. The new sequence will make it possible to better prepare students to think historically and critically prior to entry into upper level courses. It will facilitate the integration of transfer students into the major. This is especially important in light of the portfolio requirement we have linked to the change of sequence.

Along with the changes in content and designation of appropriate course sequences, the faculty adopted a student portfolio system for all majors. The portfolio is designed as a series of skills that build upon one another. Each skill is also understood as having value beyond any single disciplinary focus.

We will use the portfolio to assess the logic of the sequence of courses. It will provide each student with a coherent record of personal growth and development within the discipline. It will be employed in semi-annual academic advisement, providing faculty with more than just grades in the effort to help each person achieve personal success. The portfolio will also be used to help students prepare a resume, identify skills that have social (as well as market) value and prepare for careers and entry into graduate and professional schools.

3. Consultation

1. The Association of American Colleges & Universities
2. Consultant - Five Year Program Review
3. Survey sent to History Departments of Regional Colleges
4. Comments from Rowan faculty (see attached)



College of Charleston

66 George Street
Charleston, South Carolina 29424-0001

Department of History
Telephone: (803) 953-5711
FAX: (803) 953-6349

12 November 1993

Dr. David R. Applebaum
Department of History
Rowan College of New Jersey
Glassboro, New Jersey 08028-1701

Dear David:

Thank you for the copies of your history department's AAC "Re-Forming the Major" materials. Rowan has clearly made a lot more progress in restructuring the history major than the other seven institutions involved in the project. Given our own difficulties in establishing beginning, middle, and ending points for our majors at the College of Charleston, I was especially impressed with the way your department had related course sequencing to the portfolio requirement. We are still trying to find a workable way to establish structure without having to rely upon course specific prerequisites.

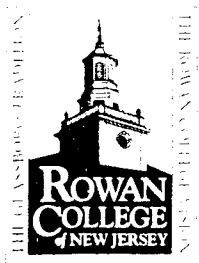
The history department at the College added a portfolio requirement to our assessment plan for the major two years ago, but it consisted only of a paper from early in a student's college career (which most students never turned in) and a copy of the senior research paper. Hence, it was rather misleading to call the product a portfolio. This fall, however, we have used Rowan's model to try to establish a meaningful portfolio [see attached]. Requiring students to assemble a skills-related portfolio will, we hope, provide structure to the major as well as help students and faculty to assess their accomplishments. This process would have been far more difficult had we not had your AAC handout on Rowan's revised history major to follow.

I wish you luck in presenting your reforms before the All-College Curriculum Committee. The revised history major you have proposed reflects considerable thought and effort and should solve many of the problems history departments throughout the nation are facing with their major programs. You all have done a fine job!

Sincerely,

Amy Thompson McCandless

Amy Thompson McCandless
Associate Professor



Rowan College of New Jersey

Glassboro, New Jersey 08028-1701

October 28, 1993

Dr. Gary Hunter, Chair
History Department

Dear Gary,

I know you realize how interested I have been in fostering writing across the curriculum at Rowan College. So you must also realize how delighted I was to learn of the writing requirements in the revised history major. The sequencing of the portfolio assignments is so very sound and shows your faculty's sensitivity to our students' incremental abilities in writing, research, and critical thinking.

I hope you will share this design with faculty across the disciplines. (Perhaps a brief presentation at one of the Write to Learn sessions?) It's certainly an initiative worthy of duplication.

Thank you, Gary, and thanks to your faculty for joining the writing faculty and the Write to Learn Program in meeting the writing needs of our students and for helping them to realize that writing well is still important in the world of academia as well as in the world of work.

Sincerely,

Mary Anne Palladino
Communications Department

DEPARTMENT OF HISTORY
ROWAN COLLEGE OF NEW JERSEY
201 MULLICA HILL ROAD
GLASSBORO, NEW JERSEY 08028-1701

September 30, 1993

Dear Rowan College Department Chairperson,

The attached sheet provides an overview of the new Rowan College History Major. We would like you to evaluate two key features of the new model; The BREADTH and DEPTH of the sequence of required courses and the INCREMENTAL SEQUENCE OF WRITING PORTFOLIO requirements.

In the space provided below, please evaluate the new program.

BREADTH AND DEPTH OF COURSE SEQUENCE

I don't know what "Global" means in 5 and 8 but I hope the majors have to have some non-western courses. How about requiring a foreign lang?

WRITING PORTFOLIO REQUIREMENTS

Looks good. How will they be graded? For example, will a dept. committee review the senior seminar paper? The whole portfolio?

Thank you for your assistance.

Sincerely,

Gary J. Hunter

Gary J. Hunter

Gary You did ask. I bet you get more than you bargained for.

*Bruce Paternoster
Law Justice*

DEPARTMENT OF HISTORY
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BREADTH AND DEPTH OF COURSE SEQUENCE

great

WRITING PORTFOLIO REQUIREMENTS

very imaginative - looks great!

Thank you for your assistance.

Sincerely,

Gary J. Hunter

Gary J. Hunter

PIANE ASHTON

DEPARTMENT OF HISTORY
ROWAN COLLEGE OF NEW JERSEY
201 MULLICA HILL ROAD
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BREADTH AND DEPTH OF COURSE SEQUENCE

The sequence seems reasonable. There is a core that provides a common base for all majors, a set of choices for upper level courses from which more advanced students can select, and a capstone seminar for the end of the program. I like the model and, in fact, ours is very much like it.

WRITING PORTFOLIO REQUIREMENTS

I like the idea that students have a choice in selecting assignments (select 7). I do think that certain parts of the writing assignment should be required - i.e. "N"

Thank you for your assistance.

Sincerely,

Gary J. Hunter

Gary J. Hunter

Wid

Chair responses

DEPARTMENT OF HISTORY
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BREADTH AND DEPTH OF COURSE SEQUENCE

Dear Gary,

I wish I had something to say, but this is a little out of my line, I wish you the best with your new major model,

10/4/93
Gary Hunter

WRITING PORTFOLIO REQUIREMENTS

Thank you for your assistance.

Sincerely,

Gary J. Hunter

Gary J. Hunter

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BREADTH AND DEPTH OF COURSE SEQUENCE

It is a presumption to critique another major curriculum, thus I wonder why you require USH Civ. I and not WC II I would think it essential for a history major.

WRITING PORTFOLIO REQUIREMENTS

Very ambitious Carefully planned out. If you take this seriously it means a tremendous challenge for both your majors & your faculty. Serious writing means serious work all around. Good Luck on a

Thank you for your assistance.

Worthy project.

Sincerely,

Gary J. Hunter

Gary J. Hunter

Nathan Cab
English

DEPARTMENT OF HISTORY
ROWAN COLLEGE OF NEW JERSEY
201 MULLICA HILL ROAD
GLASSBORO, NEW JERSEY 08028-1701

September 30, 1993

Dear Delaware Valley/New Jersey History Chairperson,

For the past year the History Faculty of Rowan College participated in an Association of American Colleges Project, "Reforming the Academic Major." The attached sheet provides an overview of the new Rowan College History Major. We would like you to evaluate two key features of the new model; The BREADTH and DEPTH of the sequence of required courses and the INCREMENTAL SEQUENCE OF WRITING PORTFOLIO requirements.

In the space provided below, please evaluate the new program.

BREADTH AND DEPTH OF COURSE SEQUENCE

- Appears adequate in all respects save possibly for a requirement in Third World History or some intod. to cultural diversity.
- Compliments to you on the methodology components.

WRITING PORTFOLIO REQUIREMENTS

- Very good - like the idea of spreading the requirement across the curriculum rather than confining it to the capstone seminar.

Thank you for your assistance.

J. Hilly
Temple U - chair

Sincerely,

Gary J. Hunter
Gary J. Hunter

Thanks for showing this -

*off campus
anon*

**DEPARTMENT OF HISTORY
ROWAN COLLEGE OF NEW JERSEY
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GLASSBORO, NEW JERSEY 08028-1701**

September 30, 1993

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BREADTH AND DEPTH OF COURSE SEQUENCE

I believe that the sequence of course is appropriate.

WRITING PORTFOLIO REQUIREMENTS

I think this requirement is a good one and should be encouraged.

Thank you for your assistance.

Sincerely,

Gary J. Hunter

Gary J. Hunter

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BREADTH AND DEPTH OF COURSE SEQUENCE

EXCELLENT SELECTION. THE ONLY CHANGE I WOULD MAKE IS REQUIRING STUDENTS TO HAVE BOTH U.S. II AND W.C. II. I PARTICULARLY LIKE THE METHODS COURSE THE FIRST YEAR.

WRITING PORTFOLIO REQUIREMENTS

VERY STRONG PROGRAM. COORDINATION WITH COURSE SEQUENCE IS EXCELLENT. THE PROSEMINAR IS A GOOD IDEA. I COMPLIMENT YOU ON THE CREATION OF THIS PROGRAM.

Thank you for your assistance.

Ray Doyle
Chairman History
West Chester University
Sincerely,
Gary J. Hunter
Gary J. Hunter

ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES

ROWAN COLLEGE OF NEW JERSEY

END-OF-YEAR REPORT: THE SECOND YEAR OF PROJECT ACTIVITY

Curriculum Revision Network on Re-Forming the Major

The institutional analysis presented to the AAC in September 1992 by Rowan College of New Jersey identified the following areas for reform:

- to make the major program tighter with logical course sequences
- to develop meaningful midpoint and culminating experiences
- to have assessment strategies that fit the major
- to integrate the majors with the new General Education model

The analysis identified the following institutional issues germane to the current climate at Rowan College:

- the drastic changes resulting from the Rowan gift
- the tension between expansion and fiscal constraints
- the fragility of faculty morale
- the need for resources to support faculty development

All five of the departments who have participated in the program have integrated the new General Education model into the major. The issue of assessment is central to the 5 year program review process at Rowan College. History, Sociology, and Economics have all undergone the program review process during the period of the AAC&U project and dealt with the issue specifically. Mathematics will be addressing the issue formally in the upcoming year as they undertake their 5 year program review. Physics will address assessment further as they enter into the final stages of development of the Physics major.

Each of the five participating departments has completed its end-of-year report, outlining the progress made towards goals identified at the outset of the project and the work that remains to be done.

PHYSICS

Prior to participation in the network, the B.S. Physical Sciences - Physics major consisted only of an introductory sequence of courses and a number of unrelated upper level courses. One of the major goals of the department has been to develop a B.A. in Physics. Their participation in the Curriculum Revision Network has moved the department within reach

HISTORY

During the first year of their participation in the project, the History department was actively restructuring their Introductory courses, developing a proposal for a new sophomore level course ("Topics in History") to permit better sequencing of upper-division course work on methods and materials, and considering proposals for implementing a student portfolio system of assessment.

The revisions in the History major that have developed during the second year of the project are extensive. To produce symmetry and a logical sequence from the 100 through the 400 levels of curriculum, the department has redistributed introductory requirements: halving the survey level requirement in Western Civilization and U.S. History, thus allowing space for World History and for Methods and Materials at the 200 level. A Proseminar, which will be piloted in the Fall 1994, has been developed for the second year, with subject matter focusing on one theme in either American, European, or Global History. A two-semester upper-level sequence of required courses has been replaced with a three semester sequence of courses tailored for 300 majors; this new sequence will make it possible to orient majors in their second year, to facilitate the integration of transfer students, and to enable students to fulfill the portfolio requirement.

The portfolio requirement, a portfolio of historical writing for which a student must complete no less than seven of the portfolio assignments to receive a B.A. in History, has been fully developed and approved by the department in this second year of the project. The requirement will be implemented in the Fall 1994. Each assignment has been tailored to course sequencing, and will be used by the department to assess the logic of the sequence of courses. It will be employed in semi-annual academic advisement, to provide students with a coherent record of personal growth and development within their field, and to help students prepare a resume by identifying skills that have social value.

One history faculty member has been busy sharing the results of the efforts made by the department through invited papers. At the AAC&U Conference, "Network for Academic Renewal," on April 15 and 16 of this year, he delivered "Portfolios and Assessment: From Descriptive to Normative Practices" at the session, "Faculty Panel Discussion on Reform Initiatives;" he delivered "Assessment and Curriculum Reform" at another session. At the Annual Meeting of the AAC&U, January 19-22 in Washington, D.C., he presented a paper for the forum on "Reforming the Major in Large Departments: Issues and Examples." At the meetings of the American Historical Association, January 6-9, he presented a paper as part of a session devoted to "Re-Forming the History Major: Fashioning Strategies to Extend the AHA/AAC Project on Liberal Learning and the History Major." *The History Teacher* (published by the Society for History Education) has asked permission to publish the paper.

ROWAN COLLEGE OF NEW JERSEY

OFFICE OF SECONDARY EDUCATION & EDUCATIONAL FOUNDATIONS
ROBINSON BUILDING, 2ND FLOOR, GLASSBORO, NJ 08028

December 2, 1994

TO: Dr. Gary Hunter, Department Chair, History
FROM: Dr. Brenda Benson-Burrell, Social Studies Pedagogy Consultant
RE: Review of Minor Curriculum Changes in History

MEMO:

I am pleased to support the revisions outlined in your department's request currently before the Curriculum Committee. I base my support on the following:

- Review of the National Standards (October 1994) in Social Studies;
- Review of drafted National Standards in History (June 1994);
- Administration of the pre-test for The Praxis: Professional Assessment for Beginning Teacher in Social Studies to Pedagogy III: Social Studies students on Monday, November 28, 1994; and,
- My meeting with you on December 1, 1994.

As we agreed, enclosed are information and sample items from The Praxis: Professional Assessment for Beginning Teacher in Social Studies that is available to the public. If I can be of further assistance to you, please do not hesitate to call on me.

cc. Tannenbaum, Sec. Ed./Found. Depart. Chair. ✓

BRENDA BENSON-BURRELL D. ED. , GRADUATE ADVISOR, (609) 256-4605