ACADEMIC POLICIES COMMITTEE
LONG FORM PROPOSAL TEMPLATE

- Proposals should use this long form if they:
    - Need faculty and/or WASC approval;
    - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
    - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.
- **Please read the attached "APC Proposal Reference Information" before completing this form.**
- **For ease of APC Committee reading, please submit your responses in BLUE text.**

SECTION ONE: WHO

1. **Academic Unit Name:** History and Political Science (HPS)
2. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal):100%
   Click here to enter text.
3. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): There is negligible impact on School of Education due to the state examination requirement (CSET) for teachers. Formerly the Social Science major enabled credentialing by allowing students to fast track and eliminated the examination for a single-subject teaching credential. Due to change in State law, this is no longer the case. As a result, our number of majors has declined steadily since 2009, some years there are no entering or graduating students in the major. As there have been only 2-3 majors per year over the past five years, eliminating this major will have little impact on the courses. The "loss" of the major will have almost no impact on the department, which teaches about 23 units of the major requirements. The remaining nine units of lower division required by the major are ECO 101, ECO 102 and SOC 101. These are all GE courses and the impact on these will be negligible as well as these are already GE courses. As there are currently no Social Science majors in the HPS department, these GE courses (see list below) are filled by normal GE requirements.
4. **Impact on Services:**

a. Ryan Library:
   i. What new library acquisitions, if any, will be needed to support the proposed changes (if none, please state that): none
   ii. Person and Date of Contact: Doug Fruehling 16 September 2016
b. Instructional Technology:
   i. How many new online/hybrid courses does this proposal include: None
   ii. How many instructors will need online training or course development assistance over the first two sessions if this proposal is approved: None
   iii. Person and Date of Contact: N/A

SECTION TWO: WHAT

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): Eliminate the Social Science major from the HPS Department offerings along with appropriate catalog changes.

2. **Items** (Please describe each item of the proposal with a phrase or one-sentence abstract. Examples might be, "Item 1: To drop XXX course from XX program. Item 2: To add XX course as a requirement", etc. Some proposals will only have 1 item. Add item lines as needed.):
   a. Item 1: To drop the Social Science major from the catalog and eliminate all textual references to it. There are currently no Social Science majors studying in the HPS department.
   b. Item 2: Students who aspire to the teaching career will take a History major and will be advised to take the recommended Education courses (see below) as part of their electives before graduation.
   c. Item 3: Click here to enter text.
   d. Item 4: Click here to enter text.

SECTION THREE: WHY

1. **General** Rationale (Please provide a one-sentence rationale for this proposal.): Change of State Level policy has eliminated the rationale for the major. Students graduating with the SS major are no longer exempt from the CSET test.

2. **Mission** (How do the proposed changes support the mission of the university?):

This enhances efficiency in delivering a quality education to all students in the department. It represents the department's response to outside review.

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3. **Internal Factors** (Please provide additional rationale by answering the following questions as applicable: How does the proposal(s) …address the PLNU strategic plan? …address factors arising from assessment data or program review findings? …accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? …increase departmental effectiveness/efficiency? …enhance enrollment or generate new revenue? What impact will it have on the size of the major, minor, etc.? Other internal rationale?):
The decision to eliminate the SS major was made as part of our prioritization process. Our recent Program Review (2016) confirmed this decision. It allows us to eliminate redundancy in advising and teaching. It might increase the number of History Majors, which is of benefit to the Department. While there is no "harm" in retaining the major in the catalog, we feel it is appropriate to streamline the catalog to reflect current California policy, because there is no real advantage to a student choosing a Social Science major.

4. **External Factors** (Please provide additional rationale by answering the following questions as applicable: To what extent have external factors motivated this proposal, for example what comparable colleges and universities are doing? …improvements suggested by alumni or outside reviewers? …stipulations imposed by outside accrediting agencies? …other external rationale?.):T A
change in external factors is the main impetus behind this proposal. The social science major was created in the 1990s as a "fast track" for student to earn a single-subject credential by circumventing the examination. Five years ago the California DOE changed its policy. Since that time the numbers in the major have dropped to an average of 4 per year. Some years there are no majors at all. Conversations between HPS faculty (Rick Kennedy / Kelli McCoy) and Conni Campbell, (SOE) have addressed these developments. Although a complicated waiver system for bypassing the exam does exist within the State, it requires more resources than are available to us to submit the applications and documents, particularly when the outcome is in doubt.

SECTION FOUR: HOW

A. **Course Learning Outcomes** – For each new course, please provide the course learning outcomes. (If not needed, please state as such.) N/A
B. **Assessment Plan** – For new programs, please provide an assessment plan. (If not needed, please state as such.)
C. **Teach-Out** –Currently there are no entering majors. All the required courses are regularly taught in the HPS department and any student who enrolls today or before catalog change will be able to complete the major.

Catalog Copy –Catalog copy will eliminate the Social Science page, and any references to it in the table of contents or Education Department. New verbiage will emphasize the SOE's recommendation that History majors who plan a career in teaching should take the following electives before graduation

EDU 302: Foundations of Education Theory
EDU 404: Foundations of Special Education
EDU 306: Principles of Language Acquisition

D.

In this section, please demonstrate in a two-step process how the department/school would like the change to be made. Keep in mind academic policies with regard to number of units for major, minors, certificates, etc. See Academic Proposal Resource Information at the end of this template.

- **Step 1:** In the applicable set of boxes below:
  - For revision, addition or elimination of <u>courses only</u>, complete Section 1-A, entering current and/or proposed catalog text as indicated in the section instructions.
  - For revision, addition or elimination of <u>majors, minors, concentrations or certificates</u>, complete Section 1-B, entering current and/or proposed catalog text as indicated in the section instructions.

Section 1-A--Courses Only: Proposals for course elimination should complete the shaded (left) side only, proposals for course addition should complete the unshaded (right) side only, and proposals for course revision should complete both sides of Section 1-A.	
Current course code and description (including units, prerequisites and grade type): **N/A** lick here to enter text.	Proposed new course code and description (including units, prerequisites and grade type): Click here to enter text.
Course 1: Click here to enter text.	Course 1: Click here to enter text.
Course 2: Click here to enter text.	Course 2: Click here to enter text.
Course 3: Click here to enter text.	Course 3: Click here to enter text.

Section 1-B--All Other Proposals: Proposals for elimination of a major, minor, concentration or certificate should complete the shaded (left) side of this section only, proposals for addition of any of these should complete the unshaded (right) side only, and proposals for revision of any of these should complete both sides of Section 1-B.	
Current Program (or major, minor, concentration, certificate) Name and Introductory Text: **Social Science, B.A.**	Proposed Revised or New Program (or major, minor, concentration, certificate) Name and Introductory Text: Click here to enter text.
Current Program Learning Outcome:	Proposed Revised or New Program Learning Outcomes (needed for new majors only): Click here to enter text.
Current Lower Division Requirements and Unit Numbers for Majors. All requirements for minors,	Proposed Revised or New Lower Division Requirements and Unit Numbers for Majors. All requirements for

oncentrations or certificates: **30 Units** **IIS110 – World Civilizations I** **IIS 111 – World Civilizations II** **IIS 270 – Research Methods** **POL 165 – American Government** **POL 190 – Politics of Race, Class & Gender** **POL 190 – World Regional Geography** **ECO 101 – Principles of Macroeconomics** **ECO 102 – Principles of Microeconomics** **SOC 101 – Introduction to Sociology** lick here to enter text.	minors, concentrations or certificates: Click here to enter text.
Current Total Lower Division Units: 0	**Proposed Total Lower Division Units:** Click here to enter text.
Current Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.) Majors take a minimum of two courses in each of the following areas: US History, European History, Non-western History. The remaining units can be filled at student's discretion. lick here to enter text.	Proposed Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.) Click here to enter text.
Current Total Upper Division Units: 2	**Proposed Total Upper Division Units:** Click here to enter text.
Current Elective Options (Highlight new or revised classes in red.):	Proposed Elective Options (Highlight new or revised classes in red.): Click here to enter text.
Current Total Required Elective Units: lick here to enter text.	**Proposed Total Required Elective Units:** Click here to enter text.
Current Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.): lick here to enter text.	Proposed Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.):
Current Total Program Units: lick here to enter text.	**Proposed Total Program Units:** Click here to enter text.
Current Notes (if any) at the bottom of program catalog copy:	Proposed Notes (if any) at the bottom of program catalog copy:

Point Loma Nazarene University   **2016-2017 Undergraduate Catalog**

Social Science, B.A.

This major is specifically designed for secondary teaching. Students desiring to become secondary social science teachers should complete the Single Subject requirements as outlined under the School of Education.

Program Learning Outcomes

Students who complete the program in Social Science will be able to:

1. Complete a substantial historical project autonomously.
2. Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the evidence used to construct that historical argument.
3. Present and analyze, in written or oral presentation, different perspectives on an event from the past.
4. Have an academic transcript that shows courses with content that ranges over time, space, culture, and qualitative and quantitative historical methods.
5. Find appropriate materials online, in a library, or in the community and know how to cite them.

Lower-Division Requirements

- HIS 110 - World Civilizations I (GE) **(3)**
- HIS 111 - World Civilizations II (GE) **(3)**
- HIS 270 - Research Methods **(4)**
- POL 165 - American Government **(4)**
- POL 190 - The Politics of Race, Class, and Gender (GE/WS) **(4)**
- POL 290 - World Regional Geography **(3)**
- ECO 101 - Principles of Macroeconomics (GE) **(3)**
- ECO 102 - Principles of Microeconomics (GE) **(3)**
- SOC 101 - Introduction to Sociology (GE) **(3)**

Total: 30 Units

Upper-Division Requirements

- HIS 316 - Colonial and Revolutionary America **(4)**
- HIS 320 - United States History, 1815-1914 **(4)**
- HIS 370 - California History **(4)**
- HIS 425 - United States Since 1914 **(4)**

One course from:

- HIS 350 - Islamic Civilization **(4)**
- HIS 355 - Modern Middle East **(4)**

One course from:

- HIS 356 - Early East Asia **(4)**
- HIS 360 - Modern South Asia **(4)**
- HIS 365 - Modern Japan and Korea **(4)**
- HIS 369 - China in Revolution **(4)**

One course from:

- HIS 413 - Nineteenth-Century Europe **(4)**
- HIS 414 - Twentieth-Century Europe **(4)**

One course from:

- POL 320 - U.S. Constitution and Civil Liberties Law **(4)**
- POL 380 - Congress and the Presidency **(4)**

Total: 32 Units

delete all

⋀ ADD text per proposal on long form.

PROPOSED CATALOG COPY:

1. **Delete all references to Social Science major from the catalog**
2. **ADD the following paragraph before the list of required courses for the History Major;**

History majors planning a career in Secondary Education should include the following courses among their electives. These should be taken **in addition to** the upper-division requirements for the History Major:

EDU 302: Foundations of Education Theory
EDU 404: Foundations of Special Education
EDU 306: Principles of Language Acquisition

STEP TWO: ATTACH CURRENT AND/OR PROPOSED CATALOG COPY <u>BEFORE</u> THIS PAGE AS SEPARATE PAGES.

SECTION FIVE: SUMMARY CHECKLIST

5-A: Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

    Total course additions: N/A
- **Total course deletions:** N/A
- **Total unit additions:** N/A
- **Total unit deletions:** N/A
- **Staff impact (increase or decrease):** N/A

Rotation of courses or deletions of sections to accommodate additions:
- N/A

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

-
- **Department or School Direct Report:**
-
- _____

  Date_____
- **College Dean or Provost as applicable**
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