AY 2018
Program Review

History
Program Review

History

10/20/2017
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1: Introduction

A. Program description
The History program at Colorado Mesa University offers two bachelor’s degrees: one with a History Concentration and one with a Secondary Education Concentration. The program also offers minors in History as well as a Public History. In addition, the program is prepared to offer teaching-content classes at the master’s level with demonstrated demand and institutional support.

B. History of the program
CMU is rapidly approaching its 100th Anniversary. It is important to note that the teaching of history has been a cornerstone of the institution’s curriculum since its inception. Both buildings and classrooms are named for some of the college’s great teaching historians of its past. The curriculum of the History program has changed and grown as the institution evolved from a junior college to a four-year college and university. The program continues to meet the demands of the community and larger society.

After becoming a 4-year institution in the mid-1970s, the small history staff offered an “umbrella” general major in social sciences. Students could opt for a history emphasis. In 1992, a BA in History was created. By the late 1990s, five full-time historians staffed the program and the course offerings began to specialize. New courses were added in Asian, African, American West, American Indian, Public History, Global America and American Women to name but a few. The historians revamped the program in the late 1990s to require one class in Third World History (non-American, non-European). Thereafter, the program added HIST 202: Introduction to Historical Research to be a bridge course between lower and upper division work. In 2014 the program added HIST 394: Junior Seminar in Historiography, which was designed to introduce students to historiographical methods.

C. Previous external review recommendations and progress made addressing them
The 2009 External Review of the History program recommended the filling of a third position in European history and replacing a retiring modern American history scholar. Other 2009 Review recommendations included:

- That one history position serve as a link between the History program and the Secondary Education program.

- Changing the name of the Third World course requirement area to broaden the requirement.

- That the department study the feasibility of expanding offerings in public history.

- Improving the History program’s assessment strategies.
- Moving toward offering limited graduate courses/degrees.

How has the history faculty responded to the various recommendations? Since the 2009 Program Review, the Department of Social and Behavioral Sciences has replaced both positions referenced above. A 2010 tenure-track hire, Dr. Erika Jackson, serves as liaison to the CMU Teacher Education program and offers a class in Secondary History Teaching Methods. Moreover, we have hired two additional full-time temporary positions. After the 2009 Program Review, the History program reshaped the Third World Course Requirement into a “World History” category. The new category includes classes such as the History of the British Empire and the International History of the Cold War, as well as courses on Latin American and Middle Eastern history. A concerted effort has been made to improve the assessment of the History program, a topic dealt with in a separate section of this study. Finally, the program has studied offering graduate-level classes designed to enhance the careers of local teachers. As a faculty, we will be ready to offer these classes, and perhaps support teaching content classes at the master’s level with demonstrated demand and institutional support.

D. Mission statements and goals
In 2003, Mesa State College was statutorily assigned the responsibility of meeting the higher educational needs of 14 Western Colorado counties. The institution amended the role and mission in 2011 after the renaming of Mesa State College to Colorado Mesa University. The new mission statement noted that the college was a general baccalaureate and graduate institution, but that liberal arts remained at the heart of the institution (see CMU Catalog, 2016-17, p. 7). History, by most definitions, is at the center of any higher education institution’s liberal arts tradition. Furthermore, the History program contributes to the broader region through our hosting of regional History Day and the annual Holocaust Awareness Series.

E. How the program’s curriculum supports other majors/minors and general education program
History classes are central to the following degrees: the History BA, the History-Secondary Education BA, and the Liberal Arts BA. History courses contribute to the History and Public History minors, as well as the Women’s Studies and Archaeology minors. History classes can also be taken as Restricted Elective options for the Political Science BA.

HIST 101-102 (Western Civilization sequence) and HIST 131-132 (U.S. History) are Essential Learning options (General Education courses) that assure capacity enrollments in every section. The State of Colorado requires that every student who graduates from publicly-funded institutions complete at least one history class.

HIST 225 (Colorado History) is a requirement in the Elementary Education program.
F. Locational/comparative advantages
Grand Junction, Colorado is a superb location for a history program. The CMU campus library has expanded to meet the program’s needs. The Special Collections & Archives allows students to examine manuscripts and rare books on the American West. The History program also supports the Archaeology minor and the Professional Certificate in Cultural Resources Management. Grand Junction is home to many regional federal and state governmental offices, which provide rich opportunities for internship experiences.

G. Unique characteristics of the program
The increase in the number of full time faculty has allowed the program to meet the needs of a growing number of freshman sections of US History and Western Civilization, and to hold Essential Learning class sizes at 55 students. We are also able to offer specialized courses that appeal to both majors and non-majors alike with an enrollment capacity of fifteen. New courses offered since the last Program Review include upper division classes in Material Culture, the History of Sexuality, The Holocaust, and the History of the British Empire. In response to discussions inspired by the 2009 Program Review, a new class was added in 2012, HIST 394: Junior Seminar in Historiography, designed to prepare students to undertake a research project by focusing on the development of the literature in a specific history subfield.

Since the 2009 History Program Review, the CMU History program has grown to seven full time teachers, with several additional part-timers. The increased staffing numbers is driven by the overall growth of the institution, the popularity of the history major, and its course support function for teacher education. HIST 405: Introduction to Public History, which has been taught as a stand-alone class since the late 1980s, is now the center of a new Public History minor (created in 2015), along with a new class in Material Culture and the Public History Internship. The Public History minor appeals to students who seek an applied career experience in history—jobs in museums, state historical societies, and many levels of government jobs, including the Bureau of Land Management, National Park Service, and National Forest Service. The recently released CMU planning and vision document, Colorado Mesa 2020, emphasizes the continued need for small class sizes and a high level of student-faculty interaction, which has long been a hallmark of the History program. In addition, CMU 2020 emphasizes institutional commitment to applied learning, exemplified in the History program by the Public History minor.
2. Curriculum

A. Description of program’s curriculum

The History program at CMU offers two bachelor’s degrees: one with a History Concentration and one with a Secondary Education Concentration. Both degrees require the same history core courses, with the exception of HIST 394: Junior Seminar in Historiography. The program is comprised of 120 credits required to graduate; both concentrations include Essential Learning requirements, history requirements, history specialization courses, and free electives. Our program also serves students working toward the Bachelor of Arts in Liberal Arts/Elementary Education with an emphasis in Social Sciences, who are required to take six credits in upper division electives.

The general History BA requires 51 history credits divided into 18 credits in the history core, 21 credits in history electives, 12 credits in history specialization, and 6 credits in foreign language. The history core covers both sequences of Western Civilizations and HIST 132: U.S. History since 1877, as well as courses that introduce students to historical methods, historiography, and historical research. History electives allow students to select two upper division courses in European history, two courses in U.S. history, one course in world history, and two courses from topical history, as well as four courses that help to specialize students’ programs. History electives include specialized courses that range in terms of topics, periods, regions, methods, and themes. For the History BA with the Secondary Education Concentration, students take 24 credit hours of upper division history electives and 29 credit hours of secondary education requirements.

The program covers a remarkable breadth and depth of the discipline. Our program offers far more upper division elective courses than Essential Learning surveys, and the junior- and senior-level courses provide a level of academic rigor that resembles that of more substantial university programs. The full-time history faculty specialize in a range of fields and subfields. Drs. Schulte, Swedberg, and Jackson focus on U.S. history; Drs. Patarino and Rosenbaum concentrate on European history; and Dr. O’Roark serves as the discipline’s ancient historian. Additionally, Dr. Jackson teaches a required content methods course in secondary history education as part of the Secondary Education Concentration.

Still, there are content areas where the program is lacking adequate faculty to teach courses that appear in the course catalog. For example, HIST 137: Latinos in the United States has not been taught since the previous program review. Furthermore, with the recent loss of an adjunct faculty member who specialized in early American history, our discipline is left with one historian who specializes in that period of history. In the future, that will most likely mean that courses in early American religion, the Old South, American slavery, and global military culture...
will not be available to students as course offerings. In short, there may be an imbalance between the courses on modern American, European, and topical history and the courses on world history or methods of historical study.

B. Program currency
In the time following the previous program review, the history faculty have added several new courses or modified existing courses in response to recent historiographic trends. Furthermore, we have added the minor in Public History in response to student demand and as a way of diversifying our program. We also offer a History minor, which students in programs such as Political Science and Sociology complete as a way of broadening their intellectual focus.

In the past four years, the history faculty added a number of popular upper division electives that resemble those in other programs. Dr. Patarino added HIST 300: *History of England to 1660* and HIST 450: *European History and Film* to our curriculum offerings in 2013, in addition to reframing HIST 301, changing it from the *History of England since 1495* to the *History of Modern Britain*. In 2014, Dr. Patarino also added HIST 334: *History of the British Empire*, a course that provides a better understanding of British colonization from a global perspective. Dr. Jackson added HIST 425: *The History of Sexuality* in 2013 and HIST 345: *The History of Race, Immigration, and Ethnicity* in 2015 in an effort to provide greater thematic diversity in the study of gender, race, and sexuality from an American perspective. In 2013, Dr. Rosenbaum added HIST 333: *The International History of the Cold War*, which broadens the world history curriculum, and HIST 445: *The Holocaust*, an important course that most history departments offer. Finally, Dr. Swedberg added HIST 409: *Material Cultural Studies* as a complement to the public history minor.

Following our last program review, the history faculty agreed that our program was lacking a junior-level course that emphasized the significance of historiography, or the history of history. In 2014, HIST 394: *Junior Seminar in Historiography* was added to the history core as a means of providing junior-level students with a firmer understanding of historical trends and how to critically analyze secondary sources. The intention of this course was to deliver the materials in a seminar-style format, which requires regular student engagement and participation. Most recently, as liaison to the Center for Teacher Education, Dr. Jackson modified the requirements for the BA in Liberal Arts/Elementary Education with an emphasis in Social Sciences by allowing students to take a broader range of history courses. Prior to this modification, students could choose from only six courses, which restricted the course options of our early American historians and created an imbalance of student numbers across course offerings.
C. Program Delivery
The history faculty teach all courses either in-person or online, and our faculty offer various options for the time it takes to complete a course (i.e., options for first or second mod, late-start, and J-Term). Each semester we offer at least one fully online or hybrid section for the Essential Learning courses (HIST 101, 102, 131, and 132). Due to the demand for HIST 225: History of Colorado among elementary education students who are required to take the course, Dr. Schulte offers a fully online section during the spring and summer semesters. Similarly, during the past two summers Dr. Jackson offered HIST 345: The History of Immigration, Race, and Ethnicity fully online to help Elementary and Secondary Education students progress through their program. Each semester, the history faculty also offer HIST 202: Introduction to Historical Research and HIST 404: Senior Seminar in Historical Research, as well as a range of elective upper division courses in all four subfields (U.S., European, world, and topical). With the exception of HIST 345, all upper division courses are taught in-person.

3. Analysis of Student Demand and Success
Colorado Mesa University has witnessed relatively consistent student enrollments between 2013 and 2017. Enrollment data confirm that the student body grew from 9,482 in fall 2012 to 9,735 in fall 2016—an increase of 2.7%. Over the same period, the number of students seeking a bachelor’s degree increased from 6,158 to 7,003—an increase of 13.7%.

The number of HIST students has not grown in tandem with the number of students enrolled at Colorado Mesa University. As illustrated in Table 1, the number of history majors decreased by an average of 7.4% per year, with an overall drop of 27.8% between AY 2012-13 and AY 2016-17. The decrease in minors has not been as precipitous, with an absolute change of -8.3% during the same five-year period. However, History is not the only program offered by the CMU Department of Social and Behavioral Sciences that has witnessed a drop in majors. Between 2012-13 and 2016-17, the Psychology program lost 14.7% of its majors, while the Sociology program lost approximately 51%. This suggests that there are larger trends negatively impacting our History numbers, more specifically, the decreasing popularity of liberal arts degrees.

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1 The Office of Institutional Research, Colorado Mesa University, Colorado Mesa University Student Profile, Fall 2012-2016, accessed September 5, 2017, http://www.coloradomesa.edu/institutional-research/documents/EOT_Fall_Total.pdf
2 The drop in Sociology majors can be explained by SOC discontinuing the human services concentration and the Social Work major added to that program. For PSYCH, the decrease in majors was due in part to student frustration about caps for upper division courses. PSYCH addressed this issue by adding a new TT line.
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Note: HIST majors data includes major codes 3716 (History), 3700 (History, Pre-Teacher Ed), 3704 (History-Teaching, Secondary), and 2971 (History Provisional Baccalaureate)
### Table 2: HIST Enrollment and Student Credit Hours (SCH) by Student Level (2012-2017)

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<td>9087</td>
<td>2761</td>
<td>8283</td>
<td>2549</td>
<td>7647</td>
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### Table 3: HIST Enrollment and Student Credit Hours (SCH) by Course Level (2012-2017)

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A decreasing number of students seeking a history degree does not appear to be a problem unique to our university. A March 2016 article in Perspectives: The Newsmagazine of the American Historical Association reported that the number of history bachelor’s degrees completed in the United States fell by 9.1% between 2013 and 2014. Data confirm that undergraduate students are increasingly seeking degrees in business and management (which constitute close to 20% of all bachelor’s degrees). This helps to account for lower enrollment in history courses at colleges and universities throughout the United States and Canada, a trend that is also evident at Colorado Mesa University.

Table 2 examines enrollment in HIST courses sorted by class level from AY 2012-13 to AY 2016-17. The data show an average year-to-year decrease in enrollments of 5.1%, with an absolute decrease of 19.4% when comparing 2012-13 to 2016-17. Table 3, which examines enrollment in HIST courses and student credit hours by course level, paints a similar picture. Junior- and senior-level enrollments can help to explain this decrease in numbers. Junior-level enrollments dropped by 6% per year, while senior-level enrollments dropped by 7.7% per year. Even more sharp declines in enrollment in 300-level and 400-level courses confirm that we have fewer advanced students who typically constitute the majority in upper division classes. Table 3 reveals that enrollment in 300-level classes has dropped 35.7% during the last five years, while enrollment in 400-level classes has dropped by 47.4% during the same span of time.

Notwithstanding the decline in students and enrollments during the last five years, it is worth noting that the number of graduates has remained fairly consistent, and even increased 14% over the course of the last five years (see Table 1). We may have fewer students than we once did, but our students are proving to be well-trained and successful, benefitting from the attention that their professors can provide in smaller seminars. In fact, a decline in numbers has actually created opportunities for more meaningful mentoring and collaborative research projects.

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A. Student success

History students have been successful in numerous regards, from presenting original research and serving as interns during their time as students, to working in a variety of professions and attending graduate school after commencement.

At the annual Student Showcase held at Colorado Mesa University, history majors typically compete against other majors in the Social and Behavioral Sciences category. During recent years, nine history majors have won their group. Our students have also presented papers at regional conferences of Phi Alpha Theta, the National History Honor Society. In 2013, 2015, and 2017, our students helped to organize and host the Phi Alpha Theta regional conference here at Colorado Mesa, demonstrating both initiative and professionalism.

In the midst of their coursework, history students have also served as interns with the Bureau of Land Management, the Department of Parks and Recreation, the Colorado Mesa University Special Collections & Archives, the Fruita History Room, the Colorado National Monument Museum, the Museum of the West, the Cross Orchards Living History Farm, and the Montrose Museum. Others have worked closely with faculty members as research assistants, learning more about the processes of research and writing.

Upon graduation, history students have found employment in a variety of fields. Many of them have pursued a career in education, with several students recently becoming teachers in the local school district (District 51). Other alumni teach in middle schools and high schools in Colorado and beyond. One student was accepted by the JET Program for a year of teaching English in Japan, while a 2016 graduate secured a position as an instructor in the Construction Education program at Metropolitan Community College in Omaha, Nebraska.

Several students have gone on to work for History Colorado (the State Historical Society), while two additional alumni currently work as the curator of the Museum of the West and the site facilitator of the Cross Orchards Living Farm site here in Grand Junction. One graduate has served as a District Court Judge in the 21st Judicial District in Mesa County, while another works as a Professional Staff Member for the Committee on Homeland Security in Washington, DC.

A final indication of success is the number of history graduates who have moved on to graduate programs at the University of Northern Colorado, the University of Wyoming, the University of Nevada at Las Vegas, New Mexico State University, the University of Texas at El Paso, the University of Maine, the University of Michigan, Regis University, Boston University, and North Carolina State University. Their subsequent ability to complete their graduate-level
coursework, comprehensive exams, and theses or dissertations reflects well on their training here at Colorado Mesa University.

B. Growth potential of program

As confirmed by the previous section, numbers are only one part of the story, and a preoccupation with quantity can obscure the undeniable quality of the History program here at Colorado Mesa University. Enrollment may be down, but smaller class sizes present the faculty and students with new opportunities. History professors can devote more attention to individual students in the classroom, in addition to having more time to grade single assignments. Conversely, students can be seen as human beings instead of anonymous numbers, and they can count on participating more frequently in classroom discussions as well as having more one-on-one time with professors during office hours.

Dr. Rosenbaum recently demonstrated the advantage of a smaller class size by transforming his spring 2016 section of HIST 404: Senior Seminar in Historical Research into a veritable think-tank during which he and his students developed research projects together. This experiment in collaboration and motivation (detailed in a March 2017 article in Perspectives: The Newsmagazine of the American Historical Association), led to outstanding results, with all 12 students submitting a final paper. That would have been impossible with a class of 20 students or more.

More substantive and constructive interaction between professors and students will lead to more high-quality research projects, strong applications for graduate school, and exciting career opportunities. The undeniable success of history majors will continue to reflect well on the program, but additional efforts by the faculty could contribute to the growth of the program. For example, the history faculty is working to diversify the upper division offerings, teaching certain classes less frequently while also reintroducing older courses from the catalog, like HIST 406: History of the African Continent. Some professors are even developing new courses in response to student demand. For example, Dr. Jackson recently polled her students about which classes they would be interested in taking. The result: she will be offering History of Food in America during the spring 2018 semester.

Another way in which the history faculty are actively trying to expand the program is by working closely with other disciplines in the Department of Social and Behavioral Sciences. For

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example, the history faculty has chosen over a dozen upper division history courses that Political Science majors can take as “Restricted Electives.” This means more students in our upper division courses, but it also means more interesting discussions in classes like HIST 410: The Environmental History of the United States. The History program also has close ties with new minors like Archaeology, International Studies, and Women’s and Gender Studies, programs that include upper division history courses as options. This active engagement with colleagues in new and preexisting programs has the potential to improve enrollment and retention, as research has shown.  

Finally, the history faculty is making a concerted effort to emphasize the practical benefits of a bachelor’s degree in history. Given that students (and parents) often choose degree programs based on their applicability to specific careers, it is imperative to highlight the multitude of skills that history majors are developing, including communication, teamwork, organization, analysis, persuasion, and problem-solving. Taken as whole, this skill set is applicable to a variety of career paths, ranging from teaching and research to journalism and politics. In addition to stressing the inherent value of knowing the past, the history professors of Colorado Mesa University are also emphasizing just how useful that history degree will prove to be.

4. Program resources
A. Faculty
1. Ratio of FTES to FTEF
For the Academic year 2016-17 the History program at Colorado Mesa University employed nine faculty (6 T/TT, 1FT Non TT, 2PT), this is down from a total of 13 faculty in 2012/13. The loss of faculty is primarily due to the phasing out of the Early Scholars program that allowed qualified high school teachers to teach freshman-level history surveys. Over the course of these five years the number of tenure/tenure-track faculty has remained steady at six. While the decline in faculty has resulted in some decline in the number of course hours offered, the efficiency of the history faculty as measured by FTES/FTEF has remained largely the same, though showing a slight increase in the last several years. The ratios of full-time equivalent students to full-time equivalent faculty over the last five years are 30.3 (2012-13), 29.4 (2013-14), 28.7 (2014-15), 30.6 (2015-16), 31.5 (2016-17).

7 Brookins, “New Data Show Large Drop in History Bachelor’s Degrees.”
8 S. Schulte, Prof. U.S. History; S. Swedberg, Prof. U.S History; E. Jackson, Assoc. Prof. U.S. History; D. O’Roark, Prof. European History; A. Rosenbaum, Assoc. Prof. European History; V. Patarino, Assoc. Prof. European History. In addition we have one full-time non-tenure/tenure-track faculty, Dr. Tim Winegard, U.S. History.
2. Course and student credit hours by faculty type

History faculty, during the period of this review, have generated an average of 8029 credit hours per year, marking the program as one of the most productive in the entire school. Much of the credit hour production takes place in the 100-level survey courses. All history faculty teach the freshman level survey courses; we do not simply farm out the surveys to part-time faculty. Unlike most programs, history serves every student on campus due to Essential Learning requirements. Student evaluations in these courses are strong and are indicative of the faculty commitment to serving the Essential Learning curriculum and the overall mission of the university.

Credit Hours Taught by Faculty Type (5 year avg.)

All history faculty teach the history survey courses required for Essential Learning.

During the five-year period being reviewed, despite a reduction in part-time faculty, there was no significant trend concerning the relative percentage of credit hours taught by faculty type. Total student credit hour production has fallen from a high of 9087 SCH in 2012-13 to 7323 SCH in 2016-17. This drop is largely attributable to the decline in faculty from thirteen (2012-13) to nine (2015-16) and to the strong participation of history faculty in the Maverick Milestone program. Four different history professors have offered a total of eight sections of the Milestone, again demonstrating the support that history faculty provide for the Essential Learning curriculum.
In the academic year 2016-17 the efficiency (FTES/FTEF) of the History program was tied with Psychology as the highest in the Department of Social and Behavioral Sciences. History has been consistently productive and efficient over the five-year period of this review.

<table>
<thead>
<tr>
<th>Year</th>
<th>CRMJ</th>
<th>HIST</th>
<th>POLS</th>
<th>PYSC</th>
<th>SOCO</th>
<th>SOWK</th>
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<tr>
<td>2012-13</td>
<td>24</td>
<td>30.3</td>
<td>25.2</td>
<td>33.8</td>
<td>24.4</td>
<td>13.5</td>
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<tr>
<td>2013-14</td>
<td>24.9</td>
<td>29.4</td>
<td>25.7</td>
<td>33.5</td>
<td>23.4</td>
<td>12.6</td>
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<tr>
<td>2014-15</td>
<td>24.6</td>
<td>28.7</td>
<td>18.1</td>
<td>33.3</td>
<td>25.9</td>
<td>11.5</td>
</tr>
<tr>
<td>2015-16</td>
<td>21.9</td>
<td>30.6</td>
<td>22.7</td>
<td>33.3</td>
<td>27.5</td>
<td>12.7</td>
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<tr>
<td>2016-17</td>
<td>23.6</td>
<td>31.5</td>
<td>24.4</td>
<td>31.5</td>
<td>28</td>
<td>17.4</td>
</tr>
</tbody>
</table>

3. Faculty successes
The data clearly shows that the history faculty are highly productive in the classroom, but they are just as productive outside the classroom. In terms of scholarship, during the last five years the historians as a group have published five books (with several more on the way); six book chapters, and over twenty peer-reviewed articles, in addition to delivering over forty academic presentations. In keeping with the teacher/scholar model, the faculty have mentored over forty Student Showcase projects, nine of which won their group. Dr. Jackson is the faculty adviser for the CMU chapter of Phi Alpha Theta (the National History Honor Society), which has hosted three regional conferences, at which many of our history majors presented papers. Dr. Rosenbaum published an article in Perspectives: The Newsmagazine of the American Historical Association titled, “Leading by Example: The Senior Thesis and the Teacher-Scholar.” The historians as a group are committed to their own research as well as mentoring the research of our students.

The history faculty have served as the Social and Behavioral Sciences representative on every major campus committee. In 2013 alone, historians served as the department representatives on the Faculty Senate and the Curriculum, Assessment, Library, and Essential Learning committees. In addition to consistently serving on all the campus-wide committees, historians
have served on numerous other ad hoc committees. Every year, Drs. Patarino and Rosenbaum organize Holocaust Awareness Series, an event that has grown larger over time and now reaches beyond the campus and connects with the larger CMU/GJ community, including the Montrose campus. History Day is an annual event that draws area middle and high school students to our campus to compete in a variety of academic challenges. Dr. Schulte serves as the faculty representative to the Wayne N. Aspinall Foundation that sponsors over thirty thousand dollars in scholarships for Social and Behavioral Science students. Dr. O’Roark serves as the chair of the Essential Learning Committee and the campus coordinator of the Maverick Milestone program.

The history faculty have numerous advisees, all of whom they conscientiously serve. Phi Alpha Theta and the History Club are both active groups hosting conferences, social events, and academic support groups. The Tutorial Learning Center typically employs several history majors who have received guidance and training from the faculty. Many of our graduates have gone on to graduate school and/or work for professional historical associations, and many others are employed as teachers. All the history professors are diligent in writing letters of recommendation and responding to reference requests.

B. Financial information

Apparently it is difficult to parse out specific financial information for the CMU History program since it is embedded in the Department of Social and Behavioral Sciences. According to the Delaware Report the History program is one of the top ten most efficient and productive programs at Colorado Mesa University. The direct instructional expense/student credit hour for History was $105.00, which was $92.00 cheaper than the Carnegie average.9

C. Library program assessment

1. Collection assessment

Collection development is a shared duty of both the history faculty and the library liaison for the History program. Title slips are delivered to faculty member every month for review. Faculty may also submit recommendations from other sources. Recommended titles are returned to the librarian who reviews them and submits them for purchase as the budget allows.

a. Reference support

The Tomlinson Library holds reference materials that relate to American and world history with subject related dictionaries, encyclopedias, chronologies, bibliographies, and document

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9 2016 National Study of Instructional Costs and Productivity, Colorado Mesa University.
collections in the Reference and Microform Collections. The current material count for reference titles is 754 monographs. Representative titles include:

American National Biography (26 vols; 1999 and 2002)

Encyclopedia of African American history, 1896 to the present from the age of segregation to the twenty-first century (5 vols; 2009)

American history through its greatest speeches; a documentary history of the United States (3 vols; 2017)

Native American almanac; more than 50,000 years of the cultures and histories of indigenous peoples (2016)

American women speak; an encyclopedia and document collection of women's oratory (2 vols; 2017)


Encyclopedia of United States Indian policy and law (2 vols., 2009)


Caxton's History of the World (20 vols.) (1969)

Encyclopedia of Asian History (1987)

Encyclopedia of the Modern Middle East (1996)

Great Events from History: Ancient & Medieval (1972)

Modern Europe 1469-1969; World Wide 20th Century 1900-1979

Day by Day (1977 - 2008)

Annals of America (1968)

American Decades: Primary Sources 1900-1999

Independence Documents of the World (1977)

English Historical Documents 500 - 1874

Foundations of Colonial America (3 vols., 1973)

New York Times (microfilm, 1955-present)
b. Monographic sources
Because "history" is inherently a multi-disciplinary study, and is ever broadening with the advancements in information gathering, as well as the understanding of the interconnections of historical events, an analysis of library holdings could easily encompass a majority of materials in the fields of humanities and science as well as other fields. However, this collection analysis will be limited to the subject heading "history," and then separated into the discreet categories of "history, western" and "world history" using Library of Congress Subject Headings. Within these search parameters, the collection is broken down into material formats—books, eBooks, journals, e-journals, audio, microfilm, Films-on-Demand, DVD; and by publication dates (2007 – 2010; 1987 – 2006; and before 1987), and location (circulating, reference, et al.). (Note: The “Advanced Search” option of the library online catalog allows the user to refine searches by offering numerous subject headings, formats, genre, author, language, region, etc.)
As indicated by the table below, the total volume of history related material for the dates-ranges indicated is essentially even at approximately 33% for each publication era. However, the circulating books tallies indicate that 54% of books have publication dates earlier than thirty years ago. Compared with early assessments, more electronic materials are becoming available. An attempt is made to purchase in all areas each year.

In addition to the purchased book collection, the library is a partial government depository, providing access to a large number of federal documents published by the various departments of the federal government. These are available in a variety of formats—paper, microform, CD, and online.
c. Electronic resources
In addition to materials held at Tomlinson Library, the library also purchases the rights to a wide array of online databases. The table below indicates that a subject search of the term “world history” in all-fields returns over two million hits, indicating the many research areas where “history” is utilized. Refining the search to “world history – history” generates over two hundred thousand hits; searching by publication date ranges (2007 – 2017; 1997 – 2006; and before 1997) further refines the search results.

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<tbody>
<tr>
<td>World history (subject)</td>
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<td>234,202</td>
<td>120,440</td>
<td>69,401</td>
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<tr>
<td>World History - News</td>
<td>135,117</td>
<td>230</td>
<td>53</td>
<td>114</td>
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<tr>
<td>World History - Books</td>
<td>129,404</td>
<td>9,871</td>
<td>2,813</td>
<td>5,137</td>
<td>1,913</td>
</tr>
</tbody>
</table>

d. Electronic academic journals - peer reviewed, full text
The table below uses Library of Congress Subject Headings (LCSH), derived from history department course headings, to show a sample of the volume and range of electronically available academic journals that are peer-reviewed and available in full-text downloadable “pdf” documents within the indicated date ranges. This is only a snapshot of the possible search terms and subject areas available, but, nevertheless, are indicative of the amount of up-to-date online academic material available to patrons and students.
2. Evaluation of the total collection
   
   a. Collection strengths

   The availability of electronic academic journals with "peer-reviewed" articles is very good, as are the other materials available through the online databases. The book collection has continued to grow with the addition of up-to-date materials, especially in the eBook format, as well as materials available through the shared catalog holdings of statewide institutions (Prospector), and is certainly sufficient to serving the needs of undergraduate and even graduate level programs. Recently acquired databases, such as the Films-on-Demand, contain documentary materials that cover a wide range of academic disciplines, adding another dimension to historic events, and serving as potential classroom learning tools.

   Additional collection strengths include the historical primary sources found in the Library Special Collections & Archives (SCA), which holds materials related to the water history of the Western Slope, as well as the historic Department of Energy (DOE) archives, that include uranium mining and processing reports; aerial, contour, and radiometric maps; and microfiche of early reports. Many of these materials are digitized and available online at the Digital Collections of Colorado (DCC) website.

   b. Collection weaknesses

   Patron needs have been addressed in the area of electronic access, such as providing computers and software that is "hand-held-device" friendly. However, materials in video and audio formats are increasingly valuable to present-day learners, especially as distance and online education becomes more widely available. The acquisition of a higher percentage of new titles in eBook format may be necessary to meet the needs of contemporary learners, who increasingly rely on electronic resources rather than the traditional book format.
3. Library recommendations
Due to changes in the speed and availability of information, the field of history is dealing increasingly with issues that in previous eras would have been considered too "contemporaneous" to be called "history." For example, woman's rights, LGBT rights, and environmentalism are now regularly addressed as areas of historical study. In fact, this is indicative of the overall integration of the various fields of humanities and sciences, whose intellectual boundaries are merging as knowledge-vectors intersect at increasingly frequent points of reference. Therefore, it is recommended that history material selection not be limited to the boundaries of that field, but include other fields such as anthropology, political science, biological and environmental resources as well as contemporary references, all of which help to form our understanding of the past and help cultivate our future. In addition, when available, an increasing emphasis should be placed on materials that will serve the needs of online learners, such as eBooks, electronic journals, and audio/video resources.

D. and E. Physical facilities and technologies
The History program does not require any unique facilities. The faculty make use of both large and small classrooms, the set-ups in all CMU classrooms are adequate for instruction. Typically, faculty make use of the existing classroom projection systems for presentations, or simply align the seating for seminar-type discussions.

F. Efficiencies
With only six full-time tenure/tenure-track professors to cover all of world history, it is necessary that each professor teach a broad range of classes. We have carefully hired a specific group of faculty that do not overlap in their specialties and that are fully capable of teaching several genre of history. The coursework for the major is divided into four categories (U.S., European, world, and topical) and students are required to take classes in each category. This arrangement ensures that students receive a broad education in history and receive instruction from a variety of professors.

5. Student Learning Outcomes and Assessments
A. Student learning outcomes
The current student learning outcomes for the History program were first adopted during this review period due to developing evaluation methods at both the campus and department level between 2012 and 2016.

Between 2005 and 2011, the program goal (lettered) and the student learning outcomes (numbered) were:
A. The principal focus of our university’s curricular program is undergraduate education in the liberal arts and science. 

...all graduates of baccalaureate level will have developed a depth of understanding in their major field.

1. Graduates of the program will demonstrate a solid general understanding of the range of topics, and the content thereof, in the field of history.

2. Graduates of the program will have developed the ability to communicate effectively. Specifically, in history, these communication skills will be expressed in a comprehensive research paper.

3. Graduates of the program will have developed critical thinking skills. More specifically, the intended outcome is the ability of history graduates to identify, describe, and evaluate the evidence used in the support of historical arguments.

In early 2011, as a result of a campus-wide conversation led by the Faculty Senate Assessment Committee, program outcomes began to be rewritten in response to a workshop on national goals expressed in the Lumina Foundation’s Degree Qualifications Profile. Between 2012 and 2013, the history faculty revised the program goals, aligned with the campus student learning outcomes, and developed a curriculum map for assessing them (see Appendix III). Formal data collection at the program level began more generally across the campus in 2014, History program included. Currently, we have an assessment plan in place to take us through 2018 to systematically gather data on these goals and record actions taken, based upon the collected data (see Appendix III). Faculty are following a Four Year Program Outcome and Assessment Plan Strategy, that is updated every fall reflecting both the summative, core courses of our curriculum and formative, non-core courses (see Appendix III). In addition, we archive detailed SLO Program Assessment Reports for each course as part of the data collection process (see one recent example, Appendix III). Assessment may have once been a weakness of the program, but during this review period we have developed a model of program assessment that reflects best practices, and have been recognized for our efforts by the wider campus.

The program goals (lettered), which are based upon the institution-wide learning goals and the History program’s student learning outcomes (numbered), are:

A. Students will acquire specialized knowledge in the discipline of history. (Applied Learning/Specialized Knowledge)
   SLO #1: Formulate the relationships of cause and effect.
   SLO #2: Assess the importance of historical context.
B. Students in history will be able to identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions. (Intellectual Skills/Critical Thinking)
   SLO #3: Critically analyze an argument based on secondary sources.
   SLO #4: Critically analyze primary sources.
C. The students will be able to make and defend assertions about a specialized topic in an extended well-organized document and/or oral presentations that are appropriate to the history discipline. (Intellectual Skills/Communication Fluency)
   SLO #5: Formulate a clear and persuasive argument based on evidence.
   SLO #6: Construct a clear thesis with strong topic sentences.

Program Student Learning Outcomes are clearly stated on all course syllabi and on Program Requirement sheets since 2015.

B. Measurement of student outcomes
The History program currently relies on two principle tools, the alumni survey and program assessment. The latter replaced the MFAT field test for history at the beginning of the current review cycle. In addition, general education (now termed Essential Learning by the university) assessment tools have been developed, but the format and structures, including the use of rubrics for written communion and critical thinking, are still being negotiated at the campus level. The campus is experimenting with ePortfolio as a method for uploading student Essential Learning artifacts for scoring. Results of Essential Learning assessment, have so far, not been shared or distributed to any of the departments or programs. We look forward to being able to review the scoring data for our Essential Learning courses, adding a crucial measurement of student outcomes during the next cycle.

1. Alumni survey
The alumni survey was administered to 80 alumni from the review period; only 13 completed the survey. We should be careful about drawing conclusions from this data with such a small sample. Although the data is largely anecdotal, there are some trends that reflect on student learning outcomes. The alumni responding to the survey were distributed as follows: 2011: 4; 2012: 4; 2013: 2; 2014: 3. No students responded in either 2015 or 2016.

Overall, the alumni are positively satisfied with their education in history at CMU with 92.3% of them indicating that they were very satisfied or generally satisfied with their undergraduate education: 69.2% were generally satisfied and 23.1% were very satisfied. When asked how they would rate the overall quality of the degree program, 61.5% responded high and 7.7% responded very high. On the Baccalaureate Student Learning Outcomes that we assess as part of our program, a significant number rate us “Very Well” and “More than Adequately.” These
outcomes include: Applied Learning/Specialized Knowledge (61.5%), Intellectual Skills/Critical Thinking (61.6%), and Intellectual Skills/Communication Fluency (69.3%). We are particularly pleased that these numbers are also reflected in the percentage of these students (53.8%) that have enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU; another 7.7% plans to enroll in the next two years. Individual comments suggest that the program instilled a “sense of discipline and rigor in academia.” All of these measurements seem to indicate a pattern of some success at achieving the student learning outcomes adopted by the History program.

2. Program assessment
The history faculty has been collecting program assessment data on summative (core) and formative (non-core) courses throughout most of the review period. Although data was not collected for most of our Essential Learning courses (HIST 131/132 and 101/102) due to the rebuilding at the campus level of Essential Learning assessment, data has been collected for the historical methods course (HIST 202) along with the rest of the core and non-core courses by both full time and adjunct faculty. Following the Four Year Program Outcome and Assessment Plan Strategy, all summative core courses are assessed on a specific schedule, along with one formative, non-core course, which the faculty identifies at the beginning of the academic year. Faculty developed a rubric for each student learning outcome, outlining the expectations for advanced, developing, and beginning assignments (see Appendix III), which are used to generate a report that is archived until enough data is collected, and the history faculty can take action (see example of a recent report for HIST 396, Appendix III). In 2015, a separate program assessment plan was developed for the Public History minor, however, the reports for the minor are generally subsumed under the overall History program assessment reporting.

In August 2015, the history faculty met to discuss our initial findings from our first year of program assessment on SLOs 3 (critically analyze an argument based on secondary sources) and 4 (critically analyze primary sources) because patterns were already evident in the data collection that warranted faculty action. Faculty reviewed all of the initial reports based upon the rubrics created for SLOs #3 and 4 and came to a consensus, leading to several actions that closed the loop, including the addition to the summative core, HIST 396: Junior Seminar in Historiography (see Appendix III). The history faculty is due to file its first three-year assessment summary report in spring 2019, based on data collection outcomes from 2015-2018.

3. External validation
Members of the campus Assessment Committee reviewed our program assessment plan twice during the review period 2012-2015. The first review occurred several months after Dr.
Patarino was appointed as the Social and Behavioral Sciences representative to the Assessment Committee after which he also began to serve as the main point-person for the History program’s assessment to SBS. This first review was conducted by an Assessment subcommittee, which determined that we had created a workable curriculum map and student learning outcome; they also considered if we had set in place a cogent timeframe for assessment. In that review, they indicated that the program outcomes were linked to campus goals, that we had a realistic number of outcomes to be assessed, and that the outcomes were realistic. As a result of the first review, the history faculty reorganized our curriculum map, and modified our action verbs used in the student learning outcomes. We also began the process of creating strategies for collecting and reporting on assessment data, including the creation of rubrics for each of our student learning objectives.

Another Assessment sub-committee reviewed our program assessment plan a second time in 2015. In that review, the sub-committee reviewed our initial assessment results (how well have students achieved the given outcomes) and noted that we had achieved two aspects that reflected best practices, including that the data used was systematic and focused, and that our descriptions of assessment results were detailed, precise, and clearly-communicated. In terms of the analysis of data, we were marked as developing, meaning that history faculty met face-to-face to discuss assessment in depth, and that specific conclusions about student learning were drawn based on assessment results. In addition, they commented that our analysis of data was “well done.” Finally, under actions to improve student learning and assessment (what steps will you take to improve student achievement), the committee ranked the History program as developing, that we had included a timetable for implementation and who is to take the action. As they noted, the history faculty were awaiting more data, however, a clear timetable was indicated.

In early 2017, as a result of the vast improvement the history faculty made in developing program assessment during this last review cycle, we were spotlighted on the CMU Assessment homepage as an example of best practices for the campus. The history faculty was honored due to our commitment not only to best practices in data collection and clarity of analysis, but also to how quickly we acted to implement changes based upon patterns we identified within the first year of data collection.

C. Program improvements resulting from assessment of SLOs
The History program has undergone substantial changes as a result of the last program review as indicated earlier in this report. While the campus as a whole has also gone through enormous changes, the History program has not only developed a plan to systematically gather

data into the future, but has also begun to make changes based upon program assessment that has impacted curriculum and teaching strategies in both the core and non-core courses.

As a result of our initial data collection 2014-15, the history faculty recognized during the process of creating our student learning outcomes that while our majors were introduced to the concepts of historical method and research, they did not have a firm understanding of historiography, which in turn affected their ability to create clear, interesting, and rigorous research questions appropriate for the senior capstone, HIST 404: Senior Seminar in Historical Research. The history faculty took action by adding the new HIST 394: Junior Seminar in Historiography to the core curriculum beginning spring 2014. This course served to realign our core to create a more efficient and hierarchical learning structure to assess our program student learning outcomes, while highlighting the research strengths of each of our faculty, thereby modeling our roles as teacher-scholars. In addition, faculty renewed efforts to develop new strategies that emphasize students’ ability to create appropriately complex research questions and skills for using primary and secondary sources to answer such questions in HIST 202, as well as the formative non-core 300- and 400-level courses offered by faculty. We look forward to further improvement in 2018, when we renew our discussions based on data collection and submit our three-year assessment report. We are eager for the broader discussions that will take place with the different stakeholders brought together by the process of program review.

D. Changes in SLO or refinement of program assessment plan

As indicated in Section 5a of this report, the creation of student learning outcomes have undergone significant revision, especially after the initial review of History program assessment by the Assessment subcommittee in 2012. Faculty re-wrote several of our student learning outcomes, using more appropriate action verbs and re-edited our Lumina curriculum map. After these initial changes, history faculty focused mainly on data collection. However, during our August 2015 meeting, discussions took place about possibly changing one or more of our student learning outcomes for the next review cycle, beginning in 2018. One suggestion was that we jettison SLO #2 (assess the importance of historical context) and adopt instead a student learning outcome that focuses on the weakness in our program that we have identified, creating research questions appropriate for an advanced research topic. While this discussion was originally tabled until 2017, the historians intend to take up this action as part of the process for submitting our three-year assessment review. At that time, we will likely have a discussion about our curriculum map, especially if we adopt a new SLO to replace one of the current assessment learning objective tools. In addition, faculty will decide whether or not to adopt the category of benchmarks into our Program Outcome and Assessment Plan and Report in fall 2018.
6. Future Program Plans

A. Vision for Program

While acknowledging that smaller class sizes have some advantages, the history faculty is working to expand the popularity and scope of the program. Anecdotal evidence suggests that we have a higher than normal level interest in declaring a history major in our survey classes this semester, but we cannot bank on that. One way to grow the program is by working closely with other programs in the Department of Social and Behavioral Sciences. For example, the history faculty has chosen over a dozen upper-division history courses that Political Science majors can take as “Restricted Electives.” The history program also has close ties with new minors like Archaeology, International Studies, and Women’s and Gender Studies, programs that include upper division history courses as options. This active engagement with colleagues in new and preexisting programs has the potential to improve enrollment and retention.

Another way to draw more students to the History program is to develop a new world history sequence that would cover the two divisions (pre-history to 1500) and (1500-present) of the sub-discipline to broaden our Essential Learning component. This would align us more closely with the Political Science curriculum’s emphasis on international relations, as well as various disciplines within the Department of Languages, Literature and Mass Communication. As enrollment grows, history needs to petition for at least an instructor position, and possibly a tenure-track position dedicated to building a more cohesive and extensive world history sequence.

Extracurricular activities provide additional opportunities. Colorado Mesa University has always had a tight-knit and productive chapter of Phi Alpha Theta. However, not all history majors and minors take an active part in the organization. Expanding the role and reach of Phi Alpha Theta would help with retention of majors, and help to make more students aware of our upper division offerings. The Holocaust Awareness Series is another unique feature of the program, which fulfills our commitment as a regional educator and provides a significant disciplinary model for the entire campus. While we have been moderately successful in drawing outside speakers, including four Holocaust survivors during the past two review cycles, the campus no longer offers dedicated funding for bringing external speakers to the university. Dr. Patarino and Dr. Rosenbaum want to identify possible funding sources that will help to deepen the intellectual vigor of the program.

As far as the faculty is concerned, we are determined to keep the current number of professors should faculty depart or retire, and to keep a strong, qualified pool of part-timers handy as well. Maintaining any tenure-track lines of retiring faculty is especially important for the integrity of the program and our ability to cover all important fields.
B. and C. Strengths and challenges facing program and trends in the discipline

The six tenured faculty and newly-appointed instructor represent a strong and engaged department that has excelled in teaching and research publications. One of our faculty has been awarded Distinguished Faculty by the university and three more have been nominated for consistent and significant contributions to Colorado Mesa University, to their disciplines, and to their students. The program offers a curriculum that is both broad and deep, in American, European, and world history. The program also provides students, the university community, and the region with significant opportunities to engage in historical discourse through the hosting of the National History Day and the annual Holocaust Awareness Series. Innovative teaching strategies, such as Dr. Rosenbaum’s teacher-scholar model for HIST 404, reflect the faculty’s focus on rigorous teaching. Rigorous might also describe our faculty’s approach to teaching survey courses, something that really distinguishes the history professors from their colleagues in other disciplines.

We have multiple strengths, but we also confront some challenges. For instance, the history faculty do not have sufficient financial support to fully embrace the teacher-scholar model, to invite external scholars to the university, or to fund a new tenure-track position in world history. At the same time, liberal arts education is not only less popular among students (see Section 3), it is also being de-emphasized by the university. For those that graduate with History degrees, it is more and more difficult to find employment in “history.” A minority of our students desire to continue their education beyond the BA level, which means that many of them are looking for opportunities for employment after they graduate from Colorado Mesa University. To this end, we must continue to provide students with the critical thinking and writing skills they need to pursue a variety of careers. For those who do desire an MA or PhD, it is important to emphasize the changed and changing nature of academia. For those who wish to find a home in academia, numerous studies have shown that there is a very large applicant pool for a limited number of tenure-track jobs. A recent Slate article further shows that universities hire professors from a very limited number of PhD programs: only eight schools account for half of the history professors.11

In providing education for our history undergraduates, it is important to emphasize the skills that are transferable to many fields. In counseling students who wish to pursue further education, it is important to further emphasize the variety of fields for which an MA or PhD in history can provide an advantage. To this end, it is important for faculty to be aware of the growing interest in fields such as Digital Humanities and varieties of public history.

D. How program review process is being use to improve teaching and learning
The 2009 program review led to a clear improvement in the program. It prompted the hiring of Erika Jackson, who oversees primary and secondary education; the expansion of our degree offerings with the creation of the Public History minor; and the expansion of our curriculum with the addition of HIST 394 to our history core. Initial program review assessment reports for HIST 394 have shown decidedly positive results, suggesting that history majors are increasingly better prepared for the rigors of the program capstone, HIST 404. In other words, we have demonstrated our ability to use the review process to improve the program and we are open to a new set of “professional eyes” to do this again.

E. Recommended program challenges and potential resources to address them
One of the history program’s challenge during this next review cycle should be to continue to address the results of our program assessment and close the loop by developing pedagogic and program innovations that reflect the data that we have collected between 2014 and the present. As a first step to create a new world history sequence, we should begin with a course on modern world history (1500-present), based upon the strength of our faculty in early modern and modern history. In the future, if the number of majors offers justification, we would like to hire a tenure-track specialist in world history.
Appendix A
Program Sheets
About This Major

The study of history prepares the student for understanding present society and culture through a study of the past. The history program familiarizes students with the great historical civilizations and issues that have shaped our present world. History teaches students how to critically analyze information and make a compelling argument; skills that everyone needs to be successful in all their endeavors. Internships are available through museums, historical societies and public agencies. CMU history graduates pursue careers in teaching and public history, as well as private employment, and have also been very successful in gaining entrance to graduate study and law school.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Formulate the relationships of cause and effect (Specialized Knowledge/Applied Learning);
2. Assess the importance of historical context (Specialized Knowledge/Applied Learning);
3. Critically analyze an argument based on secondary sources (Critical Thinking);
4. Critically analyze primary sources (Critical Thinking);
5. Formulate a clear and persuasive argument based on evidence (Communication Fluency);
6. Construct a clear thesis with strong topic sentences (Communication Fluency).

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student’s responsibility to understand and fulfill the requirements for her/his intended degree(s).

Degree Works is an online degree audit tool available in MAVzone. It is the official record used by the Registrar’s Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their Degree Works audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar’s Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their Degree Works audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student’s petition for graduation is denied, it will be her/his responsibility to consult the Registrar’s Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS
The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS
Institutional degree requirements listed above are sufficient for this program.
**ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)**

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

**English** (6 semester hours, must receive a grade of “C” or better and must be completed by the time the student has 60 semester hours.)

- [ ] ENGL 111 - English Composition (3)
- [ ] ENGL 112 - English Composition (3)

**Mathematics** (3 semester hours, must receive a grade of “C” or better, must be completed by the time the student has 60 semester hours.)

- [ ] MATH 110 - College Mathematics (3) or higher

**Humanities** (3 semester hours)

- [ ] Select one Humanities course (3)

**Social and Behavioral Sciences** (6 semester hours)

- [ ] Select one Social and Behavioral Sciences course (3)
- [ ] Select one Social and Behavioral Sciences course (3)

**Natural Sciences** (7 semester hours, one course must include a lab)

- [ ] Select one Natural Sciences course (3)
- [ ] Select one Natural Sciences course with a lab (4)

**History** (3 semester hours)

- [ ] HIST 131 - United States History (3)

**Fine Arts** (3 semester hours)

- [ ] Select one Fine Arts course (3)

**OTHER LOWER-DIVISION REQUIREMENTS**

**Wellness Requirement** (2 semester hours)

- [ ] KINE 100 - Health and Wellness (1)
- [ ] Select one Activity Course (1)

**Essential Learning Capstone** (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- [ ] ESSL 290 - Maverick Milestone (3)
- [ ] ESSL 200 - Essential Speech (1)

**FOUNDATION COURSES** (6 semester hours)

Two consecutive courses in the same foreign language. Must receive a grade of “C” or better. FLAS 114 and 115 will NOT fulfill this requirement.

- [ ]
- [ ]

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BACHELOR OF ARTS; HISTORY REQUIREMENTS (51 semester hours)

History Core (18 semester hours)
- □ HIST 101 - Western Civilizations (3)
- □ HIST 102 - Western Civilizations (3)
- □ HIST 132 - United States History (3)
- □ HIST 202 - Introduction to Historical Research (3)
- □ HIST 394 - Junior Seminar in Historiography (3)
- □ HIST 404 - Senior Seminar in Historical Research (3)

History Electives (21 semester hours)
European History - Two of the following courses:
- HIST 300 - History of England to 1660 (3)
- HIST 301 - History of Modern Britain (3)
- HIST 302 - History of Modern France (3)
- HIST 303 - History of Modern Germany (3)
- HIST 330 - History of 19th Century Europe (3)
- HIST 331 - The 20th Century (3)
- HIST 350 - Renaissance and Reformation (3)
- HIST 360 - Medieval Europe (3)
- HIST 400 - The Soviet Union and Eastern Europe (3)
- HIST 430 - The Ancient Mediterranean World (3)
- HIST 445 - The Holocaust (3)
- □

World History - One of the following courses:
- HIST 310 - Latin American Civilization (3)
- HIST 333 - The International History of the Cold War (3)
- HIST 334 - History of the British Empire (3)
- HIST 340 - History of the Middle East (3)
- HIST 403 - East Asia and the Modern World (3)
- □

United States History - Two of the following courses:
- HIST 305 - The Old South (3)
- HIST 342 - The Early American Republic (3)
- HIST 344 - The Age of Industry in America (3)
- HIST 345 - The History of Immigration, Race, and Ethnicity in America (3)
- HIST 346 - The 1950's and 1960's (3)
- HIST 370 - Early U.S. Women's History (3)
- HIST 371 - 20th Century U.S. Women's History (3)
- HIST 415 - Colonial America (3)
- HIST 416 - The American Revolution (3)
- □

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About This Minor...
The study of history prepares the student for understanding present society and culture through a study of the past. The history program familiarizes students with the great historical civilizations and issues that have shaped our present world. History teaches students how to critically analyze information and make a compelling argument; skills that everyone needs to be successful in all their endeavors. Internships are available through museums, historical societies, and public agencies.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student’s responsibility to understand and fulfill the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar’s Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar’s Office.

Graduation Process
A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the “Intent to Graduate” form.

If a student’s petition for graduation is denied, it will be her/his responsibility to consult the Registrar’s Office regarding next steps.

INSTITUTIONAL MINOR REQUIREMENTS
The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives can be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See “Requirements for Undergraduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS
- 24 semester hours for the Minor in History
- 2.00 cumulative GPA or higher in the minor is required
REQUIRED COURSES FOR THE HISTORY MINOR (24 semester hours)

☐ HIST 101 – Western Civilizations (3)
☐ HIST 102 – Western Civilizations (3)
☐ HIST 131 – United States History (3)
☐ HIST 132 – United States History (3)
☐ Complete one European History course from the following list:
  HIST 300 – History of England to 1660 (3)
  HIST 301 – History of Modern Britain (3)
  HIST 302 – History of Modern France (3)
  HIST 303 – History of Modern Germany (3)
  HIST 330 – History of 19th Century Europe (3)
  HIST 331 – The 20th Century (3)
  HIST 350 – Renaissance and Reformation (3)
  HIST 360 – Medieval Europe (3)
  HIST 400 – The Soviet Union and Eastern Europe (3)
  HIST 430 – The Ancient Mediterranean (3)
  HIST 445 – The Holocaust (3)
  HIST 450 – European History and Film (3)

☐ Complete one United States History course from the following list:
  HIST 342 – The Early American Republic (3)
  HIST 344 – The Age of Industry in America (3)
  HIST 345 – The History of Immigration, Race, and Ethnicity in America (3)
  HIST 346 – The 1950’s and 1960’s (3)
  HIST 370 – Early U.S. Women's History (3)
  HIST 371 – 20th Century U.S. Women's History (3)
  HIST 415 – Colonial America (3)
  HIST 416 – The American Revolution (3)
  HIST 420 – Civil War (3)

☐ Complete one World History course from the following list:
  HIST 306 – History of South and Southeast Asia (3)
  HIST 310 – Latin American Civilization (3)
  HIST 333 – The International History of the Cold War (3)
  HIST 334 – History of the British Empire (3)
  HIST 340 – History of the Islamic World (3)
  HIST 403 – East Asia and the Modern World (3)
  HIST 406 – History of the African Continent (3)

☐ Complete one Topical History course from the following list:
  HIST 394 – Junior Seminar in Historiography (3)
  HIST 315 – American Indian History (3)
  HIST 316 – American Slavery (3)
  HIST 320 – The American West (3)
  HIST 332 – History of the Modern Warfare (3)
  HIST 355 – Ancient and Medieval Cities (3)
  HIST 375 – American Sports History (3)
  HIST 405 – Introduction to Public History (3)
  HIST 410 – Environmental History (3)
  HIST 425 – History of Sexuality (3)
  HIST 435 – Classical Archaeology (3)
  HIST 400 – Early and Medieval Christianity (3)
About This Minor...

The public history minor prepares students to use historical skills outside the classroom in positions such as museums, archives, historical societies, and public agencies.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student’s responsibility to understand and fulfill the requirements for her/his intended minor.

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Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student’s petition for graduation is denied, it will be her/his responsibility to consult the Registrar’s Office regarding next steps.
INSTITUTIONAL MINOR REQUIREMENTS
The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives can be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 21 semester hours for the Minor in Public History
- 2.00 cumulative GPA or higher in the minor is required

REQUIRED COURSES FOR THE PUBLIC HISTORY MINOR (21 semester hours)

- HIST 101 - Western Civilizations (3)
- HIST 102 - Western Civilizations (3)
- HIST 131 - United States History (3)
- HIST 132 - United States History (3)
- HIST 405 - Introduction to Public History (3)
- HIST 409 - Material Culture (3)
- HIST 499 - Public History Internship (3)
About This Major...

The Center for Teacher Education offers a comprehensive program of study that leads to licensure in Colorado. Our professors are experienced, knowledgeable, accessible, and dedicated to the improvement of public education. At Colorado Mesa University, we pride ourselves on the personal touch. Faculty offer one-on-one guidance for course selection, field placements, student teaching, and employment. Our mission is to develop Educators as Innovators; we are always looking to improve the quality of learning in our programs and K-12 schools.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

The secondary licensure program provides teacher education candidates with broad content knowledge in history and prepares them as teachers for grades 7 through 12. A minimum of 75 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215 must be taken before applying to the program.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Formulate the relationships of cause and effect (Specialized Knowledge/Applied Learning);
2. Assess the importance of historical context (Specialized Knowledge/Applied Learning);
3. Critically analyze an argument based on secondary sources (Critical Thinking);
4. Critically analyze primary sources (Critical Thinking);
5. Formulate a clear and persuasive argument based on evidence (Communication Fluency);
6. Construct a clear thesis with strong topic sentences (Communication Fluency);
7. Instruct students based on self-written learning plans to address individual learning and developmental patterns. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student’s responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar’s Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar’s Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and Internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, Internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better
- All other coursework toward the degree must be successfully completed prior to the internship.
- A C or better must be earned in all required courses, unless otherwise stated.
ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

**English** (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours)
- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

**Mathematics** (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours)
- MATH 110 - College Mathematics (3) or higher

**Humanities** (3 semester hours)
- Select one Humanities course (3)

**Social and Behavioral Sciences** (6 semester hours)
- ECON 201 - Principles of Macroeconomics (3)
- PSYC 233 - Human Growth and Development (3) (Must receive grade of "B" or higher)

**Natural Sciences** (7 semester hours, one course must include a lab)
- Select one Natural Sciences course (3)
- Select one Natural Sciences course with a lab (4)

**History** (3 semester hours)
- HIST 131 - United States History (3)

**Fine Arts** (3 semester hours)
- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

**Wellness Requirement** (2 semester hours)
- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

**Essential Learning Capstone** (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (6 semester hours)
Two consecutive courses in the same foreign language. FLAS 114 and 115 will NOT fulfill this requirement.
- 
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BACHELOR OF ARTS: HISTORY SECONDARY TEACHING REQUIREMENTS (77 semester hours)

Social Science Core (9 semester hours)
- ANTH 202 - Introduction to Anthropology (3)
- GEOG 103 - World Regional Geography (3)
- One of the following courses:
  - POLS 101 - American Government (3)
  - POLS 261 - Comparative Politics (3)

History Core (15 semester hours)
- HIST 101 - Western Civilizations (3)
- HIST 102 - Western Civilizations (3)
- HIST 132 - United States History (3)
- HIST 202 - Introduction to Historical Research (3)
- HIST 404 - Senior Seminar in Historical Research (3)

History Electives (24 semester hours)
European History - Two of the following courses:
- HIST 300 - History of England to 1660 (3)
- HIST 301 - History of Modern Britain (3)
- HIST 302 - History of Modern France (3)
- HIST 303 - History of Modern Germany (3)
- HIST 330 - History of 19th Century Europe (3)
- HIST 331 - The 20th Century (3)
- HIST 350 - Renaissance and Reformation (3)
- HIST 360 - Medieval Europe (3)
- HIST 400 - The Soviet Union and Eastern Europe (3)
- HIST 430 - The Ancient Mediterranean World (3)
- HIST 445 - The Holocaust (3)
- HIST 450 - European History and Film (3)

World History - One of the following courses:
- HIST 310 - Latin American Civilization (3)
- HIST 333 - The International History of the Cold War (3)
- HIST 334 - History of the British Empire (3)
- HIST 340 - History of the Middle East (3)
- HIST 403 - East Asia and the Modern World (3)
- HIST 406 - History of the African Continent (3)

United States History - Two of the following courses:
- HIST 305 - The Old South (3)
- HIST 342 - The Early American Republic (3)
- HIST 344 - The Age of Industry in America (3)
- HIST 345 - The History of Immigration, Race, and Ethnicity in America (3)
- HIST 346 - The 1950's and 1960's (3)
- HIST 370 - Early U.S. Women's History (3)
- HIST 371 - 20th Century U.S. Women's History (3)

HIST 415 - Colonial America (3)
HIST 416 - The American Revolution (3)
HIST 420 - Civil War (3)

Topical History - Two of the following courses:
HIST 315 - American Indian History (3)
HIST 316 - American Slavery (3)
HIST 320 - The American West (3)
HIST 332 - History of Modern Warfare (3)
HIST 355 - Ancient and Medieval Cities (3)
HIST 375 - American Sports History (3)
HIST 405 - Introduction to Public History (3)
HIST 410 - Environmental History (3)
HIST 425 - The History of Sexuality (3)
HIST 435 - Classical Archaeology (3)
HIST 440 - Early & Medieval Christianity (3)

Free Elective - Select any Upper Division History Course

Secondary Education Requirements (29 semester hours)
Program Requirements: ENGL 111, ENGL 112, PSYC 233, EDUC 115 and 215 (all with a grade of "B" or better) and formal acceptance to the Teacher Education Program

- EDUC 115 - What It Means to be an Educator (1) (8 field experience hours)
- EDUC 215 - Teaching as a Profession (1) (12 field experience hours)
- EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3) (20 field experience hours)
- EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- EDUC 442 - Integrating Literacy across the Curriculum: Secondary and K-12 Art (3) (60 field experience hours)
- EDUC 475 - Classroom Management (1)
- EDUC 497 - Content Methodology Practicum (3) (80 field experience hours)
- EDUC 497B - Methods of Teaching Secondary Social Studies (2)
  This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.
- EDUC 499G - Teaching Internship and Colloquia: Secondary (12) (600 field experience hours)
### Suggested Course Sequencing

#### Freshman Year, Fall Semester: 13 credits
- ENGL 111 - English Composition (3)
- HIST 131 - United States History (3)
- Essential Learning - Natural Science (3)
- HIST 101 - Western Civilizations (3)
- KINE 100 - Health and Wellness (1)

#### Freshman Year, Spring Semester: 18 credits
- ENGL 112 - English Composition (3)
- Essential Learning - Humanities (3)
- MATH 110 - College Mathematics (3) or higher
- HIST 102 - Western Civilizations (3)
- HIST 132 - United States History (3)
- Essential Learning - Fine Arts (3)

#### Sophomore Year, Fall Semester: 16 credits
- Foundation Course - Foreign Language (3)
- HIST 202 - Introduction to Historical Research (3)
- PSYC 233 - Human Growth and Development (3)
- POLS 101 - American Government or POLS 261 - Comparative Politics (3)
- ECON 201 - Principles of Macroeconomics (3)
- EDUC 115 - What it Means to be an Educator (1)

#### Sophomore Year, Spring Semester: 16 credits
- Foundation Course - Foreign Language (3)
- Essential Learning - Natural Science with Lab (4)
- History Elective (2 courses) (6)
- GEOG 103 - World Regional Geography (3)

#### Junior Year, Fall Semester: 18 credits
- History Elective (3 courses) (6)
- ANTH 202 - Introduction to Anthropology (3)
- KINA Activity (1)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- EDUC 215 - Teaching as a Profession (1)

#### Junior Year, Spring Semester: 12 credits
- EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3)
- EDUC 343 - Teaching to Diversity (3)
- History Elective (2 courses) (6)

#### Senior Year, Fall Semester: 15 credits
- EDUC 442 - Integrating Literacy across the Curriculum: Secondary and K-12 Art (3)
- EDUC 475 - Classroom Management (1)
- EDUC 497 - Content Methodology Practicum (3)
- EDUC 497B - Methods of Teaching Secondary Social Studies (2)
- HIST 404 - Senior Seminar in Historical Research (3)
- History Elective (3)

#### Senior Year, Spring Semester: 12 credits
- EDUC 499G - Teaching Internship and Colloquia: Secondary (12)

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About This Major...
The Center for Teacher Education offers a comprehensive program of study that leads to licensure in Colorado. Our professors are experienced, knowledgeable, accessible, and dedicated to the improvement of public education. At Colorado Mesa University, we pride ourselves on the personal touch. Faculty offer one-on-one guidance for course selection, field placements, student teaching, and employment. Our mission is to develop Educators as Innovators; we are always looking to improve the quality of learning in our programs and K-12 schools.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

The elementary licensure program provides teacher education candidates with a broad content knowledge and prepares them as teachers for grades kindergarten through six. A minimum of 60 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education elementary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215 must be taken before applying to the program.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Demonstrate understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.
2. Apply content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.
3. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication
5. Synthesize concepts and research methods from different social science disciplines and apply these to particular social issues.

Advising Process and DegreeWorks
This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process
Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student’s petition for graduation is denied, it will be her/his responsibility to consult the Registrar’s Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS
The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of Independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, Internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Undergraduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- A cumulative grade point average of 2.8 or higher must be maintained for content courses and overall GPA. A grade of B or better is required for all EDUC courses.
- Foreign language proficiency must be demonstrated by high school coursework (2 years), college coursework (2 semesters), or competency testing.
- Students take the PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.
ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

**English** (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)
- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

**Mathematics** (3 semester hours, must be taken after MATH 105. Must receive a grade of "B" or better, must be completed by the time the student has 60 semester hours.)
- MATH 205 - Elements of Mathematics II

**Humanities** (3 semester hours, must earn a grade of "B" or higher)
- One of the following courses:
  - ENGL 131 - Western World Literature I (3)
  - ENGL 132 - Western World Literature II (3)
  - ENGL 150 - Introduction to Literature (3)
  - ENGL 222 - Mythology (3)
  - ENGL 231 - Non-Western World Literature I (3)
  - ENGL 232 - Non-Western World Literature II (3)
  - ENGL 254 - Survey of English Literature I (3)
  - ENGL 255 - Survey of English Literature II (3)
  - ENGL 261 - Survey of American Literature I (3)
  - ENGL 262 - Survey of American Literature II (3)

**Social and Behavioral Sciences** (6 semester hours)
- PSYC 233 - Human Growth and Development (3) (Must earn a grade of "B" or higher)
- GEOG 103 - World Regional Geography (3)

**Natural Sciences** (7 semester hours, one course must include a lab)
- BIOL 101 - General Human Biology (3)
- BIOL 101L - General Human Biology Laboratory (1)
- One of the following courses:
  - PHYS 100 - Concepts of Physics (3)
  - PHYS 105 - Physics by Inquiry (2) and PHYS 105L - Physics by Inquiry Laboratory (1)

**History** (3 semester hours)
- HIST 131 - United States History (3)

**Fine Arts** (3 semester hours)
- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

**Wellness Requirement** (2 semester hours)
- KINE 100 - Health and Wellness (2)
- Select one Activity course (1)

**Essential Learning Capstone** (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
BA, LIBERAL ARTS ELEMENTARY EDUCATION, SOCIAL SCIENCE CONCENTRATION

**Literacy (9 semester hours)**
- ENGL 240 - Children’s Literature (3)
- ENGL 245 - Imaginative Writing (3)
- ENGL 343 - Language systems and Linguistic Diversity

**Mathematics (6 semester hours)**
- MATH 105 - Elements of Mathematics I (3) (Must earn a grade of “B” or higher.)
- MATH 301 - Mathematics for Elementary Teachers (3)

**Kinesiology (3 semester hours)**
- KINE 321 - Physical Activity and Health in the Classroom (3)

**Social Sciences (9 semester hours)**
- POLS 101 - American Government (3)
- ECON 201 - Principles of Macroeconomics (3)
- HIST 225 - History of Colorado (3)

**Science (6 semester hours)**
- CHEM 100 - Chemistry and Society (3)
- GEOL 100 - Survey of Earth Science (3)

**Art (3 semester hours)**
- ARTD 410 - Elementary Art Education Methods (3)

**Social Science Content Area Required Courses (9 semester hours)**
- HIST 102 - Western Civilizations (3)
- ANTH 202 - Introduction to Anthropology (3)
- POLS 236 - State and Local Government (3)

**Social Science Concentration Electives (6 semester hours)**
Select two of the following courses:
- HIST 300 - History of England to 1660 (3)
- HIST 301 - History of Modern Britain (3)
- HIST 302 - History of Modern France (3)
- HIST 303 - History of Modern Germany (3)
- HIST 330 - History of 19th Century Europe (3)
- HIST 331 - The 20th Century (3)
- HIST 350 - Renaissance and Reformation (3)
- HIST 360 - Medieval Europe (3)
- HIST 400 - The Soviet Union and Eastern Europe (3)
- HIST 430 - The Ancient Mediterranean World (3)
- HIST 445 - The Holocaust (3)
- HIST 450 - European History and Film (3)
- HIST 410 - Latin American Civilization (3)
- HIST 333 - The International History of the Cold War (3)
- HIST 334 - History of the British Empire (3)
- HIST 340 - History of the Middle East (3)
- HIST 403 - East Asia and the Modern World (3)
- HIST 406 - History of the African Continent (3)
- HIST 305 - The Old South (3)
- HIST 342 - The Early American Republic (3)
- HIST 344 - The Age of Industry in America (3)


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HIST 345 - The History of Immigration, Race, and Ethnicity in America (3)
HIST 346 - The 1950's and 1960's (3)
HIST 370 - Early U.S. Women's History (3)
HIST 371 - 20th Century U.S. Women's History (3)
HIST 415 - Colonial America (3)
HIST 416 - The American Revolution (3)
HIST 420 - Civil War (3)
HIST 315 - American Indian History (3)
HIST 316 - American Slavery (3)
HIST 320 - The American West (3)
HIST 332 - History of Modern Warfare (3)
HIST 355 - Ancient and Medieval Cities (3)
HIST 375 - American Sports History (3)
HIST 394 - Junior Seminar in Historiography (3)
HIST 396 - Topics (1-3)
HIST 405 - Introduction to Public History (3)
HIST 410 - Environmental History (3)
HIST 425 - The History of Sexuality (3)
HIST 435 - Classical Archaeology (3)
HIST 440 - Early & Medieval Christianity (3)
HIST 496 - Topics (1-3)

Elementary Education Requirements (38 semester hours) (840 field experience hours)

Program Requirements: ENGL 111, ENGL 112, PSYC 233, EDUC 115 and 215, and MATH 105 (all with a grade of B or better) and formal acceptance to the Teacher Education Program

- EDUC 115 - What It Means to be an Educator (1) (8 field experience hours)
- EDUC 215 - Teaching as a Profession (1) (12 field experience hours)
- EDUC 341 - Pedagogy and Assessment: K-6/Elementary (3) (20 field experience hours)
- EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- EDUC 378 - Technology for K-12 Educators (1)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3) (40 field experience hours)
- EDUC 441 - Methods of Teaching Language and Literacy: Elementary (3) (80 field experience hours)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3) (60 field experience hours)
- ENGL 461 - Methods of Teaching Science and Social Science: Early Childhood/Elementary (3)
- EDUC 471 - Educational Assessment (1)
- EDUC 475 - Classroom Management (1)
- EDUC 499C - Teaching Internship and Colloquia: Elementary (12) (600 field experience hours)

All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence.

### Suggested Course Sequencing

#### Freshman Year, Fall Semester: 16 credits
- ENGL 111 - English Composition (3)
- CHEM 100 - Chemistry and Society (3)
- HIST 131 - United States History (3)
- POLS 101 - American Government (3)
- PHYS 100 - Concepts of Physics (3) or PHYS 105 - Physics by Inquiry (2) and PHYS 105L - Physics by Inquiry Laboratory (1)
- KINA Activity (1)

#### Freshman Year, Spring Semester: 16 credits
- ENGL 112 - English Composition (3)
- HIST 102 - Western Civilization (3)
- GEOL 100 - Survey of Earth Science (3)
- GEOG 103 - World Regional Geography (3)
- ANTH 202 - Introduction to Anthropology (3)
- EDUC 115 - What It Means to be an Educator (1)

#### Sophomore Year, Fall Semester: 17 credits
- BIOL 101 - General Human Biology (3) and BIOL 101L - General Human Biology Laboratory (1)
- Essential Learning - Humanities (3)
- PSYC 233 - Human Growth and Development (3)
- KINE 100 - Health and Wellness (1)
- ENGL 245 - Integrative Writing (3)
- MATH 105 - Elements of Mathematics I (3)

#### Sophomore Year, Spring Semester: 17 credits
- EDUC 215 - Teaching as a Profession (1)
- ENGL 240 - Children's Literature (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- Essential Learning - Fine Arts (3)
- HIST 225 - History of Colorado (3)
- MATH 205 - Elements of Mathematics II (3)

#### Junior Year, Fall Semester: 18 credits
- ECON 201 - Principles of Macroeconomics (3)
- EDUC 341 - Pedagogy and Assessment: K-6/Elementary (3)
- EDUC 343 - Teaching to Diversity (3)
- KINE 321 - Physical Activity and Health in the Classroom (3)
- POLS 236 - State and Local Government (3)
- Social Science Concentration Course (3)

#### Junior Year, Spring Semester: 16 credits
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- EDUC 378 - Technology for K-12 Educators (1)
- MATH 301 - Mathematics for Elementary Teachers (3)
- ENGL 343 - Language systems and Linguistic Diversity (3)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3) (40 field experience hours)
- Social Science Concentration Course (3)

#### Senior Year, Fall Semester: 13 credits
- ARTD 410 - Elementary Art Education Methods (3)
- EDUC 441 - Methods of Teaching Language and Literacy: Elementary (3) (80 field experience hours)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3) (60 field experience hours)
- ENGL 461 - Methods of Teaching Science and Social Science: Early Childhood/Elementary (3)
- EDUC 471 - Educational Assessment (1)

#### Senior Year, Spring Semester: 13 credits
- EDUC 499 - Teaching Internship and Colloquium: Elementary (12) (600 field experience hours)
- EDUC 475 - Classroom Management (1)

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Appendix B

Faculty Curriculum Vitae
Steven C. Schulte

Curriculum Vitae

Professor of History
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501
970-248-1418
Schulte@coloradomesa.edu

Education

Ph.D. History University of Wyoming, 1984
M.A. History Colorado State University, 1979
B.S. History/Journalism University of Wisconsin-River Falls, 1977

Academic and Professional Experience

Professor of History, Colorado Mesa University, 1995-present; Associate Professor of
History (1991-95); Assistant Professor of History (1989-91)
Chair, Department of Social and Behavioral Sciences, Mesa State College, 1993-2000
Assistant and Associate Professor of History, University of the Ozarks, 1984-89
Instructor of History, Dakota Wesleyan University, 1983-84
Historical Interpretive Ranger, Mesa Verde National Park, 1987
Historical Consultant and Subcontractor, 1979-84
Field Historian, Wyoming Historical Sites Survey, 1980
Teaching and Research Assistant, Departments of History, Colorado State University and
University of Wyoming, 1979-83
Archival Assistant, Area Research Center, University of Wisconsin-River Falls, 1976-77

Publications

Books:
Wayne Aspinall and the Shaping of the American West (University Press of Colorado,
(2002)
As Precious as Blood: Colorado’s Twentieth Century Water Wars. (University
Press of Colorado, 2016)
In Progress:
Shaping a Destiny: The Western Sioux in South Dakota Politics. Under Contract with the State Historical Society of South Dakota Press.

Nuclear City: Grand Junction, Colorado, 1920-2000

Articles and Book Chapters:
“Wayne Aspinall,” for *Colorado Encyclopedia*, to be published by the Colorado Endowment for the Humanities.


I have also written numerous historical consulting reports ranging from 15 to 200 pages. I would be glad to provide specific citations for any of these.

**Book Reviews:** Over 50 reviews published in the following journals. Specific citations available upon request:

- American Indian Culture and Research Journal
- American Indian Quarterly
- Annals of Wyoming
- The Historian
- Journal of Ethnic History
- Journal of the West
- Journal of Southern History
- Journal of the Western Slope
- Nebraska History
- Nevada Historical Quarterly
- Nineteenth Century Prose
- Pacific Historical Review
- North Dakota History
- South Dakota History
- Western Historical Quarterly


**Papers and Presentations**

**Most Recent:**

**Public Presentations:** numerous presentations to state and local groups, including:

Colorado Mesa University Retired Faculty, April 2017; Colorado Water Congress (2004, 2009), Tattered Cover Bookstore (2002); Mesa County Historical Society (several times), Two Rivers Chautauqua (2007, 2008, 2010, ), Rocky Mountain Archivists (1998),

City of Grand Junction Water Law Class featured presenter (October 2005).

**Paper Presentations and Academic Meeting Participation:**

Luncheon Keynote Address, Colorado Association of Stormwater and Drainage Managers, Glenwood Spring, CO., February 2017

Chair of session, American West, and Luncheon Keynote Speaker, 2017 Colorado Regional Phi Alpha Theta Conference


Moderator for Session, “Commemorating the Past in the West,” Colorado Regional Phi Alpha Theta Conference, April 2011.


“He Never Met a Dam He Didn’t Like: Explaining Congressman Wayne Aspinall.” Western Social Sciences Association Annual Meeting, April 1996.


“American Indian Historiography and the Plains Indian Wars,” Western Social Science Association Annual Meeting, April 1980.

Research and Teaching Interests:

Research: American West, Environmental history of the United States, Western American water history, American Indian history

Teaching: The following is a list of courses taught over the past ten to fifteen years:
United States History surveys 1-2, Environmental History of America, American West, American Indian history, Historical Research (senior Seminar), Introduction to Historical Research (sophomore required history major class), Public History, Water and the American West, Global America, American Sport History, Colorado History.

Community and Academic Service:

College/University Committee Service (not inclusive—will provide years if necessary)— Distinguished Faculty Committee; Member and Chair, CMU Tenure and Promotion Committee, Lectures and Forums, Library Committee, Faculty Benefits Committee (2005-06); NCATE Committee (1998-99); North Central Study Steering Committee (2002-03)


Other History-related service:

Board of Editors, Entrada, publication of the Museum of the West
Outside Reviewer, Tenure File, History Department, Arizona State University, 2011
Board of Directors, Two Rivers Chautauqua, 2007-present.
Grand Junction Legends Project Steering Committee
City of Grand Junction, Historic Preservation Board, 1994-2001
Advisor, Phi Alpha Theta Chapters at two institutions, 1984-2011
Departmental Liaison-Wayne Aspinall Foundation, 1993-present
Member: Wayne Aspinall Foundation, Board of Directors, 2003-present
Member: Mesa County Historical Society Board of Directors, 1989-present
President-Mesa County Historical Society, 1995; Vice President, 2010-2015
Board of Editors, Journal of the Western Slope, 1989-2005
Board of Editors, The Social Science Journal, 1996-2002

Awards and Honors
Distinguished Faculty Award, Mesa State College, 2004
Outstanding Teacher Award, University of the Ozarks, 1987
Advisor to Outstanding National Chapter of Phi Alpha Theta, University of the Ozarks, 1987
Award: Outstanding Dissertation in the Social Sciences, University of Wyoming, 1984

Teaching:
- Regularly reach lower division courses: History 131, 132, 202, 225
- Upper Division classes: 315, 320, 375, 394, 404, 405, 410, 499
- Taught Milestone Class (ESSL 290): Baseball: History and Literature (Fall 2016-Spring 2017)
- Created a Public History Minor in 2015
- Supervised numerous public history internship projects
- Sponsored 12 student paper presentations to CMU Student Showcase and Colorado Regional Phi Alpha Theta Conferences

Advising:
- Advise an average of 35 students
- Advised CMU Phi Alpha Theta Chapter (honorary society in history) from 1989-2011

Publications/Scholarship
- 7 book reviews published in the last seven years.

Academic presentations to:
- Mesa County Historical Society, National Park Service 100th Anniversary Lecture Service, Federal Government Wilderness Stewardship Conference, CMU Retired Faculty Association, Keynote
addresses to the Colorado Phi Alpha Theta Regional Conference and Colorado Association of Stormwater and Floodplain Managers (CASFM).

Service:

University:
- Chair and Member, CMU Tenure and Promotion Committee
- Distinguished Faculty Committee
- several History Search Committees
- Archivist/Special Collections Search Committee
- SBS Liaison to the Wayne and Julia Aspinall Foundation

Community:
- Program Committee Chair and Emcee, Two River Chautauqua
- Vice President Mesa County Historical Society
- Board of Editors, *Entrada*, publication of the Museum of the West
- Lecturer, Colorado Endowment for the Humanities, American West Series, Mesa County Public Library
Sarah Swedberg  
Professor of History  
Colorado Mesa University  
1100 North Avenue  
Grand Junction, CO 81501  
(970) 248-1024  
sswedber@coloradomesa.edu

EDUCATION

1999 Ph.D. Northeastern University, Boston, MA, world history with a specialization in the American Revolution and Early American Republic

1992 B.A. SUNY Plattsburgh, Plattsburgh, NY.

ACADEMIC EXPERIENCE

1999-present Colorado Mesa University (formerly Mesa State College).

1997-1999 Adjunct Faculty Member, History and Women’s Studies, Northeastern University.

PUBLICATIONS INCLUDE:

In progress: “Sanity and Insanity, Rationality and Irrationality in the Early American Republic.” (Article in process; part of a longer project.)

Journal articles:
“Teaching Colonial American History,” The Middle Ground 5 (Fall 2012).

Book reviews:

CONFERENCES INCLUDE:


GRANTS


RECENT CAMPUS-WIDE SERVICE (2010-2017)
Faculty Senate, 2013-present
Salary and Benefits Committee, 2010-2013 (Secretary 2011-2013)
Distinguished Faculty Awards Committee, 2011-2013 (Secretary)
Tenure and Promotion, 2011-2012
Faculty Effort Allocation Working Group, 2015-2016
Diversity Working Group, 2012-Present

COMMUNITY SERVICE
Colorado West Pride, Board Member, 2014-Present
KWSI-LP, Volunteer, 2016-Present
Western Equality, Board Member, 2000-2004
Curriculum Vitae
Erika K. Jackson, Ph.D.
Associate Professor of History
Colorado Mesa University
ejackson@coloradomesa.edu

Academic Positions

Associate Professor of History, Colorado Mesa University, 2016-present
Assistant Professor of History, Colorado Mesa University, 2010-2015
Instructor of History, Michigan State University, 2006-2010
Adjunct Professor of History, Lansing Community College, 2006-2010

Education

Ph.D., Michigan State University, History, May 2010
Dissertation Advisor: Dr. Lisa Fine
Dissertation: "Scandinavian Preferred": Nordic Ethnic Identity, Gender, and Work within Chicago, 1879-1933

M.A., Loyola University Chicago, History, December 2002
Thesis Advisors: Dr. Susan Hirsch and Dr. Lewis Erenberg
Master’s Thesis: “The Romantic Egoist: F. Scott Fitzgerald and the Jazz Age Marriage”

B.A., Michigan State University, History, May 2001

Areas of Specialization

Immigration, Race and Ethnic History; the History of Sexuality; Women’s and Gender History/Studies; Chicago History; History Pedagogy and Content Methods; Social and Cultural Studies; Labor History

Courses Taught

Colorado Mesa University

HIST 131: United States History (to 1877)
HIST 132: United States History (since 1877)
HIST 202: Introduction to Methods of Historical Research
HIST 344: The Age of Industry in America, 1877-1930
HIST 346: The U.S. in the 1950s and 1960s
HIST 371: Twentieth Century United States Women’s History
HIST 396: Twentieth Century U.S. History through Film
HIST 345: The History of Immigration, Race, and Ethnicity in America
HIST 396E: The History of Scandinavia
HIST 404: Senior Seminar in Historical Research
HIST 425: The History of Sexuality
HIST 496: U.S. Labor History
EDUC 497B: Methods of Teaching Secondary Social Sciences

Other Teaching Experience
In-Residence Faculty Member - Interlochen Arts Academy, 2003-2005

Awards and Recognition in Teaching
Exemplary Faculty Award, Colorado Mesa University, 2013
Maverick Award Nominee, Faculty of the Year Award, Colorado Mesa University, 2011
Frederick Williams Graduate Student Teaching Award, Michigan State University, 2010, 2009

Professional Service
University Service

Student Advising

Faculty Liaison, Social and Behavioral Sciences Department to Teacher Education, 2010 - present
Faculty Advisor, Women’s and Gender Studies minor program, 2013 - present
Faculty Advisor, History Program, 2011 - present

Research Assistant Supervision:
Bryan Carei, 2017 - present
Maggie Schfrieder, 2014-2015
Tanya Rinehardt, 2011-2012
Independent Study Supervision:
  Kaleb Krouse, 2017
  Jody Brandon, 2011

Faculty Sponsor, Student Showcase:
  Gabriella Amorelli, "The Scourge of War: The Impact of World War I on
  International Policy," 2017
  Amber Brown, "Divine Doctrine or Compliant Bondage: A Look at the
  Development of Mormon Polygamy and its Effect on Women," 2014
  Sunshine Knight, "Modern Day Slaves: Child Sex Trafficking within the
  United States," 2013

New Student Registration Sessions, Colorado Mesa University
Mesa Experience, Colorado Mesa University, 2015, 2016, 2017
Mav Scholar Event, Colorado Mesa University: 2012, 2016
Department Table, Majors Fair: October 2010, 2013

Club Advising
Faculty Advisor to Phi Alpha Theta, 2011 – present
The Association of Feminists at CMU, 2017 – present

Committee Membership

  Social and Behavioral Sciences Representative, Tenure and Promotion
  Committee, 2016, 2017

  Board Member, Faculty and Staff Representative, Little Mavericks Day Care
  Center, 2015 – present

  Social and Behavioral Sciences Faculty Representative, Undergraduate
  Curriculum Committee, 2012 – 2015

  Member, Faculty Search Committee for Tenure Track Position and Instructor in
  Psychology, 2016

  Member, Faculty Search Committee for Tenure Track Position (2 positions) in
  Sociology, 2016

  Member, Faculty Search Committee for Tenure Track Position in Secondary
  Teacher Education, 2015
Member, Department Cohesion Initiative, Work-in-Progress Group, Social and Behavioral Sciences, 2015 - present

Member, Colorado Department of Education Assessment Work Group, 2014

Member, Scholarship Committee for Social and Behavioral Sciences, 2014

Faculty Advisor and Liaison, Early Scholars Program, 2012-2014

Chair, Distinguished Faculty Award Committee, 2013

Member, Languages, Literature and Mass Communication Instructor (2 positions), 2013

Chair, Staff Search Committee for Instructional Designer (2 positions), 2011 - 2012

Member, Department of Social and Behavioral Sciences Evaluation Committee, 2011

Member, Faculty Search Committee for Tenure Track Position in Elementary Teacher Education, 2011

Member, Faculty Search Committee for Tenure Track Position in Early Modern European History, 2011

Member, Faculty Search Committee for Tenure Track Position in Modern European History, 2011

Member, Humanities Scholarship Evaluation Committee, 2011

**University Talks**

Presenter, Faculty Colloquium, 2015

Presenter, proposal for an ad-hoc university committee in support of work-life balance for faculty and staff, presented to CMU Faculty Senate, 2015


Invited Speaker, “Pluralism in the Classroom,” Social and Behavioral Sciences Presentation with Tim Casey, 2013

Invited Speaker, CMU’s Association of Feminists, “The Impact of Patriarchy on Men,” 2013
Panel Presenter, “There’s an Animal in the House: Why and How Student Conduct Codes Should Address Online Student Behavior Standards” Association for Distance Education and Learning Conference, 2012

Faculty Presenter, “Film Viewing: Sarah’s Key and Discussion,” Holocaust Awareness Week, 2012


Invited Speaker, “Historical Implications of Affirmative Action,” MSC Black Student Alliance, 2011

Invited Speaker, “The History of “Don’t Ask, Don’t Tell,” Gay/Straight Alliance, 2010

University Media Resource

MavTalk Presenter, “History does not Repeat itself: Solving the Problem of Historical Analogies,” 2016

Invited Participant, “The Art of Teaching,” Fall Recruitment Commercial for Colorado Mesa University, 2013

Professional Development

Participant, Fourteen-day Writing Challenge, National Center for Faculty Development and Diversity, 2015-present (4 times a year)

Participant, Inclusion Workshop with Dr. Donna Beegle, 2017

Participant, Work-Life Balance Session with Leslie Myers, 2015

Participant, VALUE rubrics with Terry Rhodes, 2014

Participant, Revitalizing General Education Workshop, Colorado Mesa University, 2013

Participant, The NeXt Generation of College Students Workshop with Mark Taylor, Colorado Mesa University, 2013
Participant, Deep Learning and General Education Workshop with Ken Bain, Colorado Mesa University, 2013

Participant, Program Assessment Rubrics Workshop, Colorado Mesa University, 2012

Participant, Revitalizing General Education and Program Assessment Workshop, 2011

Miscellaneous Activities

Faculty Organizer and Host, Phi Alpha Theta Colorado Regional Conference, 2013, 2015, 2017

Facilitator, brought Kitty Williams, a holocaust survivor, to campus for Holocaust Awareness Week through Phi Alpha Theta, 2015

Co-creator, LGBT 101 (now SOCI 101), Introduction to Lesbian, Gay, Bisexual, and Transgender Studies, taught 2013-present

Oral History Project and Repository in collaboration with Tomlinson Library Special Collections, 2012

New Course Addition, HIST 345: History of Immigration, Race, and Ethnicity in America, accepted by UCC in 2015

New Course Addition, HIST 425: The History of Sexuality, accepted by UCC in 2013

Community Service

Board Member, Mildred E. Swanson Foundation and Endowment, 2016-present

Invited Speaker, Selma from Bridge to Ballot, Unitarian Universalist Church, 2016

Invited Panel Speaker, One Book, One Mesa event, Mesa County Public Library, 2016

Invited Speaker, American Association of University Women, 2016

Lead Judge, History Day Regional Competition, 2012 - present

Member, Two Rivers Chautauqua Planning Committee, 2013-15

Expert Interview, KKCO TV, September 11, 2011 (Freshman Reaction to 9/11, Historical Perspective)

Judge, History Day Regional Competition, 2011
Panel Member and Discussant, Community showing of the PBS three-part series, *Rare: The Power of an Illusion*, 2010

**Professional Service**

Anonymous Peer Reviewer, book project under contract with Palgrave, 2017

**Professional Organizations**

Western Association of Women’s Historians
Society for the Advancement of Scandinavian Studies
Berkshire Conference of Women Historians
Phi Alpha Theta

**Scholarship**

**Work-in-Progress**

*Book*: *The Importance of Nordic Whiteness: Scandinavians in Chicago and Modern America*, under contract with the University of Illinois Press, 2018 tentative publication

*Edited Book Proposal*: Co-editor, with Sarah Swedberg, Colorado Mesa University, a contemporary revision to the anthology, *When Women Look at Men*


**Publications**

*Book Chapter*

Article


Book Reviews


Grants and Fellowships

Faculty Professional Development Fund Award, Colorado Mesa University, 2012, 2010

Dagmar and Nils William Olsson Research Fellowship, Swenson Center, Augustana College, 2009

PhRMA Fellow, Trans-Atlantic Summer Institute Fellowship, University of Minnesota, 2008

Conference and Seminar Presentations

"Rebel Girl: White Privilege and Girlhood in the 1990s,” the Western Association of Women's Historians conference, San Diego, CA, 2017


“Vikings and Dumb Blondes”: The Creation and Negotiation of a Nordic Ethnic Identity in Turn-of-the Century Chicago,” the Social Science History Association Conference, Chicago, IL, 2010

“Visions of Nordic Beauty and Ethnic Identity: Immigration, Gender, and Work within the Urban Midwest, 1879-1933,” the Trans-Atlantic Summer Institute, University of Minnesota, 2008


Conference Panel Chairing, Moderation, and Stream Organizing

Panel Chair, Panel: “The Social Construction of Gender and Race,” Phi Alpha Theta Regional Conference, April 2017

Panel Chair, Panel: “The Hand that Rocks the Cradle”: American Women and the Political Uses of Domesticity,” Western Association of Women’s Historians, Denver, CO, 2016

Stream Organizer, two panel presentations - “Whiteness, Racism, and Varied Media” and “Whiteness in Print and Digital Media,” Society for the Advancement of Scandinavian Studies conference, New Orleans, LA, 2016


Panel Chair, Panel: “Ethnic Identity and History,” Phi Alpha Theta Regional Conference, April 2015

Panel Chair, Panel: “Cuban and Mexican History,” Phi Alpha Theta National Conference, Albuquerque, NM, January 2014

Roundtable Contributor, Roundtable discussion of the foundation of an LGBT 101 course, Social Sciences History Association conference, Chicago, November 2013

Douglas Alan O’Roark  
Curriculum Vitae  
September, 2016

Education:  
1994; Ph.D. in Ancient History, The Ohio State University.  
Dissertation; *Family Structure and Urban Structure in Late Antiquity.*  
1991; General Examinations for Ph.D. in Ancient History. Minor fields  
in Medieval History and Classical Islam.  
1989; M.A. in Ancient History, The Ohio State University. Thesis:  
*Archaeology and Oligarchy at Isthmia: Evidence From an Archaic/Classical  
Cemetery.*  
1986; B.A. in History, The Ohio State University.

Academic Positions:  
2017-2004: Professor of History, Colorado Mesa University  
2004-1999: Associate Professor of History, Mesa State College  
1999-1994: Assistant Professor of History, Mesa State College.  
1994-1987: Graduate Teaching Associate, The Ohio State  
University.  
1993: Instructor, Ohio Wesleyan, Department of History.  
History 43: “History of the Middle East.”

Courses Taught:  
Lower Division: Western Civilization, ancient and modern halves.  
Honors Western Civilization (H101).  
Empire and Technology (ESSL 290)  
Disease and Culture (ESSL 290)  
Upper Division: Ancient Mediterranean Civilizations (Hist 430).  
Medieval Europe (Hist 360).  
Renaissance and Reformation (Hist 350).  
History of the Islamic World (Hist 340).  
Classical Archaeology (Hist 435).  
Early and Medieval Christianity (Hist 440).  
The Ancient and Medieval City (Hist 396).  
Medieval Eastern Europe (Hist 496).  
Introduction to Historical Research (Hist 404).  
Fifth Century Athens (Honors 396).  
North American Archaeology (Ark 396).  
Ancient Warfare (Hist 396).  
Languages: Classical Greek (FLAV 290A, FLAV 290B).  

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Publications:
Co-author, “Recreating the Ancient Greek Javelin Throw: How Far Was the Javelin Thrown?”
“Parenthood in Late Antiquity,” Greek, Roman, and Byzantine Studies
Greek, Roman, and Byzantine Studies, 40 (1999) 53-81 [© 2000].
“Close-Kin Marriage in Late Antiquity: The Evidence of Chrysostom,”
Greek, Roman, and Byzantine Studies 37 (1996) 399-411.

Papers Delivered:
“Classical Archaeology and Biological Interpretation: A Cross-Disciplinary Study of Mortuary Data from the West Cemetery at Isthmia,” American Institute of Archaeology 1990, San Francisco.
“The Urban Structure of Byzantine Euboea as an Approach to Continuity and Discontinuity in Late Antiquity,” Byzantine and Modern Greek Studies: The Next Wave 1990, Columbus, Oh.
Grants: 2000, Colorado Office of State Colleges, $1700 to fund research in Italy.
1999, Colorado Office of State Colleges, $1300 to fund research in Italy.
1998, Colorado Office of State Colleges, $1300 to fund research in Istanbul.

Languages: Greek, Latin, French, German.
Curriculum Vitae

VINCENT V. PATARINO Jr.
Associate Professor of History

Colorado Mesa University
Social and Behavioral Sciences
1100 North Avenue
Grand Junction, CO. 81501-3122
(970) 248-1490

Education


May 1984 B.A. in History, CU Boulder; B.S. in Journalism, CU Boulder.

Pedagogic Training and Development

Aug. 2017 Professional Development, "Academic Research $$$, Supporting the Teacher-Scholar Mode" and "Developing Your Leadership Groove".

Aug. 2016 Professional Development Seminar, Colorado Mesa University, Critical Thinking Unmasked Workshop, by Linda Nilson, Clemson University.


Mar. 2016 Faculty Safezone Training, Colorado Mesa University.

Fall 2014 Webinar on Syllabus Design, Colorado Mesa University.

Nov. 2013 Professional Development Program, Colorado Mesa University, "What Do You Do...?" organized by the Teacher to Teacher Committee.

Aug. 2012 Professional Development Seminar, Colorado Mesa University, "What the Best College Teachers Do," by Dr. Ken Bain.


May 2008 Professional Development Seminar, Mesa State College, "Teaching Critical Thinking: Active Learning."

Aug. 2002 Faculty Fall Conference, Metropolitan State College of Denver, "From Bright Ideas to Best Practices: Teaching that Enhances Learning."

April 1997 Graduate Teacher Program Teacher Training Certificate, CU Boulder.

Employment

2017-pres. Colorado Mesa University, Dept. of Social and Behavioral Sciences, Associate Professor of History

2011-2016. Colorado Mesa University (formally Mesa State College), Dept. of Social and Behavioral Sciences, Assistant Professor of History


2002-2003 CU Boulder, Dept. of History, Part-time Faculty Lecturer.

1999-2003 Metropolitan State College of Denver, Dept. of History, Adjunct Faculty Instructor.
Fall 2001 CU Boulder, Dept. of History, Part-time Honorarium Instructor.
1997; 2000 CU Boulder, Dept. of History, Graduate Part-time Instructor.
Fall 1997 CU Boulder, Dept. of History, Part-time Class Instructor.
1993; 1996 CU Boulder, Center for British Studies, Workshop Instructor.

Courses Taught

Fall 2017 Essential Learning Milestone, "From Captain America to Rap: American Popular Culture 1920-1990". Developed a new sophomore capstone prep for a team-taught course with Eileen Mah, an instructor of Music History focusing on the history of comic books and music as reflections and determinants of popular culture in the United States. Students develop a final project that can either be traditional (a paper or a PPT) or creative (author a piece of music, song, or a comic book) that in investigates the relationship between society and popular culture.

Fall 2016 Junior Seminar in Historiography, CMU. Developed a new prep for a course that I developed and moved through the Curriculum Committee to address patterns from program assessment data that showed students lacking an understanding in historiography when they took the Senior Capstone. My version focuses on Elizabethan culture and society and I teach it in a seminar style.

Spr. 2014 Senior Seminar in Historical Research, CMU. Developed a new prep for the Senior Capstone course, focusing on England, 1350-1750. Students develop a research plan and conduct primary source research with the goal of producing an original and unique thesis.

Spr. 2015 Renaissance and Reformation, Colorado Mesa University. A new prep, includes lecture, and "Renaissance Lives" group projects, focusing mainly upon the social and cultural patterns of the period. Analysis employs discussion of how modern-day films approach historical events people.

Fall 2016; Introduction to Historical Research, CMU, Mesa State College. Developed my version of course on historical methods, looking at aspects of historiography and methodology. Course is structured as a seminar for history and history/teacher education majors. During fall 2016, I am helping to pilot e-Portfolios in this course for Essential Learning assessment.

Fall 2010
Fall 2009

Fall 2009; Residence Hall Section: Western Civilization 102, Mesa State College. I initiated and developed a new course of Western Civilization from 1600 to the Present, designed to serve the specific needs of residence hall students. Section includes greater opportunities for class discussion based on Sharing the Stage, a primary source reader that looks at the ways that gender affect history. The section also includes a class debate on the French Revolution, along with the traditional group work that I usually offer. Class attempted to address freshman retention issues and may eventually serve as a springboard for a fuller residence hall program.

Fall 2015 History of Modern Warfare, CMU, Mesa State College. Developed a course to match one previously taught at Mesa State, but which had not been offered for many years. Emphasis is on the effects of warfare on society, state bureaucracy, and cultural/political structures from the late Middle Ages to WWII.

Spr. 2013 Latin American Civilization to 1830, CMU, Mesa State College. Initially a new prep that covers the history of Latin America from prehistory until 1830. It emphasizes the meeting of two cultures, the Atlantic experience, and the multicultural development of labor and settlement patterns, gender roles, and political structures in both Mexico and South America. Course
European History and Film, CMU, Mesa State College. I created this upper division course as a way for students to view the Western past through the lens of modern-day film and become more conscious of the manipulations of film as an historical document. Course requires intense group work, film and historical analysis of film, both as a primary and a secondary source. We look at the implications for how modern culture uses its history and how this affects society.

Early Modern Society, Mesa State College, CU Boulder. I created my own syllabus for what was originally a course for non-history majors. It includes lecture, group projects, and an analysis of the social and cultural patterns of the period using modern-day films.

Nineteenth Century Europe, CU Boulder. I developed a new syllabus for this upper division, 4000 level class for history majors. It includes lectures, student-led discussions of monographs, class discussions, and primary source research using serials of the period.

Revolutions in History, CU Boulder. I developed the syllabus for this 2000 level course on the long nineteenth century to match a general requirement for a course on revolutions for non-history majors. The class featured lectures, class debates, and discussions.

Modern Britain, CMU, Mesa State College, CU Boulder. I produced a syllabus for lower and upper division classes of 25-150 students. Course includes mainly lecture and small group and class discussions, and a semester-long newspaper assignment using British newspapers to research current issues within the Commonwealth.

British Empire, 1600-2000, CMU, Mesa State College, CU Boulder. I created the syllabus presented lectures and ran discussions for this upper-division class for history majors. In fall of 2001, I supervised an MA Teaching Assistant who shared with me the grading responsibilities. Currently, I require students to lead small-group, graduate style discussions on their readings.

History of England to 1660, CMU, Mesa State College, CU Boulder. Developed syllabus for lower and upper division classes of 25-100 students. Presented lectures, initiated discussions; students craft presentations and skits based upon their understanding of primary source.

Western Civilization II from 1600 to the Present, CMU, Mesa State College, CU Boulder, and Metropolitan State College of Denver. Course features lectures, group discussions, and a 1960s Show and Tell assignment for classes from 10 to 75 students.
Western Civilization I to 1600, CMU, Mesa State College, CU Boulder, and Metropolitan State College of Denver. My course includes lectures, group discussions, and an opportunity to put Christopher Columbus "on trial" using a primary source packet I designed for 20-55 students.

Various courses, Teaching Assistant, CU Boulder, Dept. of History. I led discussion recitations, lectured, and developed written and special project assignments for 15 to 35 students in: Tudor England (Marjorie K. McIntosh); History of England to 1660 (Marjorie McIntosh and Laura Deal); Western Civilization I (Boyd Hill and Edward Ruestow); Western Civilization II (Carl Christensen, Barbara A. Engel, Robert A. Pois, Martha Hanna, Padraic J. Kenny, and Carol Loats); History of Christianity, 1500 to the Present (Carl Christensen); and Nazi Germany (Robert A. Pois).

Various courses, Grader, CU Boulder, Dept. of History. Classes from 50 to 150 students; wide range of historical subjects: Russia to 1715 (Lawrence Silverman); History of England 1660 to the Present (Susan K. Kent); Renaissance Europe (Carl Christensen); Revolutions of 1989 (Padraic Kenny); The Great War and Nazi Germany (Robert A. Pois); History of Colorado (Jay Fell); and U.S. History to 1865 (Ruth Helm).

CU Boulder, Center for British Studies, Co-workshop Instructor. On two separate occasions I co-led a workshop with Dr. Nancy Nolte, instructing graduate students and university faculty in the use of literary and historical research collections housed in the CU Libraries.

Works Under Contract and in Preparation

"Rule Britannia and A Passage to India: Two Strategies for Teaching National Identity in the British Empire Classroom," in draft; will be ready to be sent to the peer-reviewed journal History Teacher, Summer, 2018.

One Foot in Heaven and One on Shore: The Religious Culture of English Sailors, 1550-1688. This will be submitted as a book manuscript to the University of Florida Press, which has expressed interest in publishing the study. Currently in the research stage.

Academic Publications


Contributor to: Finding Guides to Selected British Studies Collections at the University of Colorado at Boulder Libraries -- September 1992; March 1996; Spring 1998.

Research Papers Presented at Academic Conferences


Apr. 2013 "Benefiting from Social Memory: The Religious and Secular Paths to Stereotyping Late
Medieval and Early Modern English Sailors* presented at the 45th annual Rocky Mountain Medieval and Renaissance Association Conference, Denver, Colorado, April 11-13.

Oct. 2005


Apr. 2000

"There is but a plank between them and eternity: Piety and the Shipboard Culture of English Sailors, 1550-1688." Pacific Conference on British Studies, Santa Barbara, CA.

Sep. 1997

"Living Outside the Ordered Society: Discipline, Violence, and the Shipboard Culture of English Sailors, 1550 – 1688." Northeast Conference on British Studies, Hanover, NH.

Oct. 1993

"We are as near to heaven by sea as by land: Piety and Folklore Among English Sailors, 1550-1677." Western Conference on British Studies, Albuquerque, NM.

Conference Participation and Public Lectures

Apr. 2017

"What is the Cost of ‘Alternative Facts?’ Viewing of the Eternal Jew and the Consequences of Cinematic Propaganda," presented at the fourteenth annual CMU Holocaust Awareness Series.

Apr. 2016

"The Consequences of Inaction: A Film Screening of Raoul Peck’s Sometimes In April," presented at the thirteenth annual CMU Holocaust Awareness Series.

Apr. 2015

Chair and Commentator, Varied Methods of Historical Research panel for the Western Slope Regional Phi Alpha Theta Conference, Colorado Mesa University.

Apr. 2015

"Screening of The Armenian Genocide," presented at Beyond the Barbed Wire: The Twelfth Annual CMU Holocaust Awareness Series.

Apr. 2014

"Screening of No Place on Earth, presented at Beyond the Barbed Wire: The Eleventh Annual CMU Holocaust Awareness Series.

Apr. 2014

Chair and Commentator, Rebellions and Revolutions during World War II panel for the Western Slope Regional Phi Alpha Theta Conference, Revolt, Rebellion, and Revolution, Colorado Mesa University.

Apr. 2013

"A Journey of Transformation: Screening of the film Paper Clips" presented at Overcoming Intolerance and Hatred: The Tenth Annual CMU Presentations Observing Holocaust Awareness Weeks, Colorado Mesa University.

Apr. 2012

"They had nice coats. They brought pictures: Paradise Camp and Nazi Propaganda" presented at Genocide Past and Present: The Ninth Annual CMU Presentations Observing Holocaust Awareness Weeks, Colorado Mesa University.

Apr. 2011

"New Dimensions of Nazi Film Propaganda: A Film Unfinished" Film and discussion for my Holocaust Awareness Weeks at Mesa State College, eighth annual series.

Apr. 2010

"The Role of Cinematic Propaganda in the Holocaust: the Nazi film, Der Ewige Jude." Film and discussion for my Holocaust Awareness Weeks at Mesa State College.

Apr. 2009


Apr. 2008

"Blind Spot, Hitler's Secretary; film and discussion." Film lecture and discussion for the fifth annual Holocaust Awareness Weeks at Mesa State College, "Remembrance, Education, and Action: Presentations Observing Holocaust Awareness Weeks."

Sep. 2007

"Mel Gibson’s Apocalypto." Introduced the film and facilitated discussion. Sponsored by Phi Alpha Theta, Mesa State College.

Apr. 2007

"Raoul Peck’s Sometimes in April: Genocide, Courage, and Perseverance in Rwanda." Film lecture and discussion for my fourth annual Holocaust Awareness Weeks at Mesa State College.

Mar. 2006

"Journey to a Hate-Free Millennium." Invited by the campus PRIDE group to take part in a panel discussion/town hall meeting about the nature of hate in American society.

Mar. 2006

"Sowing the Seeds of Holocaust: The Nazi Film Der Ewige Jude and the Role of Cinematic Propaganda." Film lecture and discussion for the third annual Holocaust Awareness Weeks at Mesa State College.

Feb. 2006

"A Man For All Seasons." Invited by the campus Phi Alpha Theta to introduce the film and help to moderate the discussion with a colleague in film studies.

Apr. 2005

"Alain Resnais’ Night and Fog: The Banality of Evil and the Cyclical Nature of
Genocide." Film, lecture, and discussion for the second annual Holocaust Awareness Weeks at Mesa State College.

Nov. 2004  "A Passage to India." Introduced the film and facilitated discussion. Sponsored by Phi Alpha Theta, Mesa State College.


Nov. 2003  "The Shipboard Culture of English Sailors in the Sixteenth and Seventeenth Centuries." Invited to give a public lecture sponsored by Phi Alpha Theta, Mesa State College.

Aug. 2002  "Armageddon Group Exercise." Faculty roundtable at Metropolitan State College of Denver Faculty Fall Conference, From Bright Ideas to Best Practices, Denver, CO.

Academic Work, Unpublished


Spr. 2014  Faculty Reviewer, Phi Alpha Theta Tennessee Regional.


Boards and Academic and Public Organizations

2015-pres.  Member, Executive Board, Rocky Mountain Medieval and Renaissance Association.

2004-pres.  Western Slope Regional Coordinator, National History Day in Colorado.

2004-pres.  Director, Holocaust Awareness Series, Colorado Mesa University.

Grants and Awards

Spr. 2016  Nominated by dept. chair for exemplary faculty award.

Spr. 2016  Colorado Mesa University, Faculty Travel Grant. Awarded to present paper at the 48th annual meeting of the RMMRA.

Spr. 2013  Grants from Colorado Humanities and Congregation Ohr Shalom, for Chautauqua Performance by Judy Winnick.

Spr. 2013  Colorado Mesa University, Faculty Travel Grant. Awarded for travel to present paper at the 48th annual meeting of the RMMRA.

Spr. 2011  Mesa State College, Lectures and Forums Committee Grant to bring Patricia Limerick, Ph.D. from CU Boulder to lecture on the Sand Creek Massacre for the Holocaust Awareness Series.

Spr. 2009  Mesa State College, Lectures and Forums Committee Grant to bring Mr. George Eidinger to lecture on "Rescue Efforts" for the Holocaust Awareness Series.

Fall 2005  Mesa State College, Faculty Travel Grant. Awarded for travel to present paper at the annual meeting of the NACBS/VCBS.

Fall 2005  Mesa State College, Lectures and Forums Committee Grant to bring Holocaust survivor Maya Friedman, along with an official from the US Holocaust Museum to campus.

Spr. 2001  Dissertation Teaching Assistant Fellowship, awarded by the Dept. of History, CU Boulder, in order to complete writing on dissertation.

Spr. 2000  Beverly Sears Graduate Student Award. Granted by the Graduate School, CU Boulder, for travel to Santa Barbara, CA to present paper on dissertation research.

1998-1999  George F. Reynolds Fellowship, a one-year fellowship awarded by the CU Boulder Graduate School for excellence in teaching and research.

1996  Pile Fund Fellowship, awarded by the History Dept., CU Boulder to support research in Britain.

1995-1996; J. D. A. Ogilvy Travel Fellowship, awarded twice by the Center for British Studies, CU Boulder, for thesis and dissertation research.
Language Skills


Professional Associations
American Historical Association; Rocky Mountain Medieval and Renaissance Association; North American Conference on British Studies; CU Boulder Center for British and Irish Studies

Service: Campus and Community

Jun. 2017 Developed, organized, and hosted the 49th annual RMMRA conference on CMU campus
Spr. 2017 Organized the fourteenth annual Holocaust Awareness Series
Spr. 2016 Organized the thirteenth annual Holocaust Awareness Series
Spr. 2016 Faculty advisor for one Student Showcase project from the Modern Warfare course.
2015 Helped score essential learning Critical Thinking and Writing rubrics during both the fall and spring.
Spr. 2015 Organized the twelfth annual Holocaust Awareness Series, which included keynote speaker, Holocaust survivor, Kitty Williams, working in conjunction with Phi Alpha Theta and the CMU Associated student government.
Spr. 2015 Served as the SBS representative to the HLC Criterion Four Assurance Review Committee.
Spr. 2014 Organized the eleventh annual Holocaust Awareness Series.
Spr. 2014 Faculty advisor for a Student Showcase project from History of England to 1660 course.
Spr. 2014 Moved a new course, HIST 394 Junior Seminar in Historiography through the CMU Curriculum Committee.
Fall 2013 Met with members of the HLC Evaluation Team as member of Faculty Senate Assessment Committee.
Fall 2013-2014 Met with members of the HLC Evaluation Team as member of Faculty Senate Assessment Committee.
Fall 2013 Inaugural Michrina Memorial Lecture, organized by the Michrina Memorial Committee.
Beginning this fall, the committee invites a scholar or member of the committee to present to the CMU and town community.
Spr. 2013 Organized the tenth annual Holocaust Awareness Series, which included the Chautauqua performance by Judy Winnick as Irena Sendler, the "Angel of the Warsaw Ghetto.
Spr. 2013 Faculty advisor for two Student Showcase projects from British Empire and European History and Film courses.
Fall 2012-2014 Served upon the Faculty Senate Assessment Committee, representing SBS dept.
2012-pres. History discipline mentor/point person Doug O’Roarke assigned me to lead assessment for the discipline. I am responsible for maintaining our assessment plan and organizing program assessment for the historians.
Spr. 2012 Organized and ran the ninth annual Holocaust Awareness Series, which included the CMU Theater Dept. production of The Diary of Anne Frank.
Spr. 2012-2016 Serving on the internal SBS Scholarship Committee, which awards various scholarships to deserving CMU, SBS students.
Spr. 2012-2016 Moved three new courses through the CMU Curriculum Committee and one course modification.
Fall 2012 Founding member, Michrina Memorial Committee. Proposed a lecture series and scholarship to remember Anthropology colleague, Barry Michrina.
Spr. 2012 Faculty advisor for a Student Showcase project on Nazi Germany, which won top honors for its division.
Spr. 2011 Faculty reader for two History honor's thesis projects.
Spr. 2011 Faculty advisor for two Student Showcase projects from Latin American Civilizations and Modern Warfare classes, 2nd annual Student Showcase.
Spr. 2011  Organized and ran the eighth Holocaust Awareness Series, which included nationally-known scholar Patricia Limerick from CU Boulder keynote speaker.
Fall 2010  Prepared the original copy and provided photographs for the History discipline's brochure to use for student recruitment.
2010-11  Served as head of a history major’s senior thesis committee, with a topic on national identity formation among 18th century Scottish immigrants to British North America.
Spr. 2010  Organized and ran the seventh Holocaust Awareness Series, titled, Grief, Remembrance, and Prevention: Presentations Observing Holocaust Awareness Weeks. This program included Rabbi Lewis Bogage from Denver. We also hosted as the keynote speaker Holocaust survivor Louise Lawrence-Israels. This was organized in tandem with the Bookcliff Knife and Fork Club and the U.S. Holocaust Memorial Museum.
Spr. 2009  Planned and organized our longest Holocaust Awareness Series to date, the largest in the state of Colorado.
2009-pres.  Working with colleagues in Mass Media, Fine Arts, and English Literature, to develop a study abroad program to the UK that would draw upon both traditional and non-traditional students. The program would include appropriate course work in English/British history and the above disciplines.
Spr. 2008  Served on the search committee for three Residence Hall Directors for the Mesa State campus. Successful search vetted four candidates.
Spr. 2008  Planned and organized the fifth annual Holocaust Awareness Weeks series. Worked with upper division Public Relations class of Daniel Flenniken for PR. Produced the second year of the Field of Flags.
Spr. 2007  Planned and organized the fourth annual Holocaust Awareness Weeks series. First year that I worked directly with several student groups, including Phi Alpha Theta. We created the first ever Field of Flags display for the campus and local community.
Spr. 2006  Served on the Early Warning System Working Group Committee, Faculty member, Mesa State College. Committee conceptualizes a process for entering undergraduates who are failing to meet with an academic advisor early in the term.
Fall 2005  Organized and brought to the campus a Holocaust survivor, Manya Friedman, and an official from the U.S. Holocaust Memorial Museum. Applied for and awarded honorarium funds for the speaker from the Mesa State College Lectures and Forums Committee.
Spr. 2005  Organized the second annual series of four interdisciplinary presentations for Mesa State College to observe Holocaust Awareness Weeks.
Apr. 2004  Initiated and organized a series of four interdisciplinary departmental presentations for Mesa State College and the local community titled, Facing Prejudice: Presentations Observing Holocaust Awareness Weeks, April 12-21.
2003-2005  Volunteered as a faculty advisor for Mesa State College New Student Orientation, Advising and Registration (SOAR) Program. This program helps new students learn about college life and helps them to build their first semester's academic schedule.
2003-pres.  Western Slope Regional Coordinator, National History Day in Colorado. I introduced and established this literacy and social studies program to the Colorado Western Slope as the first ever coordinator for this region. Each year I organize a competition of between 150-250 students, parents, teachers, and judges.
Spr. 2001  History Day judge: Local division, Baseline Middle School, Boulder, Co.
Curriculum Vitae

Adam T. Rosenbaum
Associate Professor of History
Department of Social and Behavioral Sciences
Colorado Mesa University
Houston Hall 212C, 1100 North Avenue
Grand Junction, CO 81501-3122
970-248-1057

Education

2005-2011  EMORY UNIVERSITY (Atlanta, GA)
Ph.D. in History, *summa cum laude*
Major Fields: Modern Germany, Modern Europe, Nationalism, Tourism
Minor Fields: Modern Asia, Chinese and Indian Nationalism, Subaltern Studies
Dissertation Committee: Astrid M. Eckert, Walter L. Adamson, Brian Vick


2002-2004  OLD DOMINION UNIVERSITY (Norfolk, VA)
M.A. in History, *summa cum laude*
Major Fields: The Cold War, Modern China, Modern American Foreign Policy

1998-2002  VIRGINIA WESLEYAN COLLEGE (Norfolk, VA)
B.A. in History, *magna cum laude*
Major Fields: Early Modern and Modern Europe

Academic Positions

2017-present  Associate Professor of History, Department of Social and Behavioral Sciences, Colorado Mesa University, Grand Junction, CO

2011-2017  Assistant Professor of History, Department of Social and Behavioral Sciences, Colorado Mesa University, Grand Junction, CO

Summer 2014  Visiting Scholar at the Rachel Carson Center for Environment and Society, Munich, Germany

Spring 2008  Teaching Associate, Department of History, Emory University, “The Making of Modern Europe” (self-designed)
Adam T. Rosenbaum – Curriculum Vitae

2006-2007  Research Assistant for Dr. Judith Miller, Department of History, Emory University

Fall 2006  Teaching Assistant for Dr. Matthew Payne, Department of History, Emory University, “The West in the World”

Fall 2004  Adjunct Faculty Member, Department of History, Old Dominion University, “Europe in a World Setting” (self-designed)

2003-2004  Teaching Assistant, Department of History, Old Dominion University, “Latin America in a World Setting” and “The United States in a World Setting”

Teaching Awards and Fellowships

2014  Exemplary Faculty Award, Colorado Mesa University

2011  Holocaust Education Foundation Summer Institute on the Holocaust and Jewish Civilization, Northwestern University, Evanston, IL

Mellon Foundation Graduate Teaching Fellowship, Dillard University, New Orleans, LA [declined]

Courses Taught

HIST 101: Western Civilizations, Part I
HIST 102: Western Civilizations, Part II
HIST 202: Introduction to Historical Research
HIST 302: Modern France
HIST 303: Modern Germany
HIST 330: Nineteenth-Century Europe
HIST 331: The Twentieth Century
HIST 333: The International History of the Cold War
HIST 394: Junior Seminar in Historiography
HIST 400: The Soviet Union and Eastern Europe
HIST 403: East Asia and the Modern World
HIST 404: Senior Seminar in Historical Research
HIST 445: The Holocaust
HIST 496: The History of Travel
University Service

2011-present member of various departmental and university committees, including the Faculty Senate Library Advisory Committee (served as chair, 2015-2016), the Social and Behavioral Sciences Department Scholarship Committee, the Academic Technology Advisory Council, and various search committees for faculty and staff positions

2011-present co-director of the Holocaust Awareness Series at Colorado Mesa University, responsible for reviewing presentation proposals, coordinating individual sessions, and promotion of the event

2013-2016 faculty adviser for the Colorado Gamma Chapter of the Alpha Chi National College Honor Society

Research Fellowships and Academic Scholarships

2014 Research Grant, German Academic Exchange Service (DAAD) (May-June)

2010 Research Fellowship, Institute for European History (IEG), Mainz, Germany (January-June)

2009 Joseph W. Mathews Research Fellowship, Department of History, Emory University (August)

2008-2009 Research Grant, German Academic Exchange Service (DAAD) (October 2008-July 2009)

2007 Summer Seminar for Graduate Students, German Historical Institute (GHI); included archival and paleographic training in Koblenz, Cologne, and Weimar, Germany (June-July)

Bernadotte E. Schmitt Research Grant, American Historical Association (AHA), (May)

2005-2011 Scholarship for Ph.D. Study, Department of History, Emory University

1998-2002 Honors & Scholars Academic Scholarship, Virginia Wesleyan College

1997-1998 Congress-Bundestag Exchange Program Scholarship; included language training and visits to Bonn and Berlin to meet with members of the German government
Research Awards

2012 Fritz Stern Dissertation Prize, annually awarded by the Friends of the German Historical Institute (GHI) in Washington, D.C. for the two best doctoral dissertations on German history submitted at North American universities

2012 Parker-Schmitt Dissertation Prize, bi-annually awarded by the European History Section of the Southern Historical Association for the best doctoral dissertation on European history submitted at a southern university

Books


Peer-Reviewed Articles and Book Chapters


Review Essays

2015

Book Reviews

2017

2016
Hoi-Eun Kim, *Doctors of Empire: Medical and Cultural Encounters between Imperial Germany and Meiji Japan*, reviewed in *German Studies Review* 39, no. 2 (May 2016): 393-395.

2015

2014

2006

Conference Papers

2014
“In Search of the Authentic Past: Tourism and Identity in Postwar Bavaria,” part of the international conference, “Journeys into the Past: History as a Tourist Attraction in the 19th and 20th Centuries,” University of Siegen, 7 November 2014.

“Romantic Retreats and Cold War Consumers: Tourism and Identity in Postwar Bavaria,” part of the panel “Consumption and Modernity in Twentieth-Century Germany,” German Studies Association (GSA), Kansas City, MO, 21 September 2014.

2013
2012


"Elevated Vistas and Romantic Distance: The Nineteenth-Century Tourist Culture of 'Franconian Switzerland'," part of the panel "Magic Mountains: Elevated Perspectives and Identities in Modern Central Europe," German Studies Association (GSA), Milwaukee, WI, 5 October 2012.

2011


2010


2009


2008

"Selling Community, Consuming Identity: Bavaria as a Tourist Destination and Nationalist Site, 1871-1939," pre-circulated position paper for the Southeast German Studies Workshop (SEGSW), University of South Carolina at Columbia, 8 March 2008.

Keynote Addresses

2013


Public Lectures

2017

"The Holocaust: A Shoah Like No Other or Just Another Genocide?," Holocaust Awareness Series, Montrose Public Library, Montrose, CO, 10 April 2017.
Adam T. Rosenbaum – Curriculum Vitae

2016

2014
“Living with Genocide: West Germany and the Nazi Past, 1945-60,” Holocaust Awareness Series, Colorado Mesa University, 10 April 2014.

Professional Service

2017
Associate Editor for the Journal of Tourism History, responsible for soliciting and organizing special features (review essays, round tables, research notes, etc.)

2014

2012

2010

2008
Commentary for Alon Confino, “Narrative Form and Historical Sensation: On Saul Friedländer’s The Years of Extermination,” Lockmiller Seminar, Emory University, 28 April 2008.

Languages
Fluent in German; reading knowledge of French

References

Astrid M. Eckert, Associate Professor of History, Emory University
Brian Vick, Professor of History, Emory University
Walter L. Adamson, Professor of History, Emory University
Douglas O’Roark, Professor of History, Colorado Mesa University
Timothy C. Winegard

665 Cloverglen Dr.
Grand Junction, Colorado, 81504
H: 970-314-9214  O: 970-248-1446
twinegard@coloradomesa.edu

EDUCATION

2006-2010 University of Oxford, St. Antony’s College, U.K. D.Phil. History
Supervisor: Sir Hew Strachan
Thesis: “All the King’s Men: Indigenous Peoples of the Dominions and the First World War.”

2004-2006 Royal Military College of Canada M.A. War Studies
Supervisor: Dr. Sean M. Maloney

2003-2004 University of Guelph, Canada B.A. Hons. History
Supervisor: Dr. David R. Murray

1998-1999 Nipissing University, Canada B.Ed. Senior History/English

1995-1998 University of Western Ontario, Canada B.A. English Literature

PUBLICATIONS

Books (Monographs)


Book Chapters


Peer-Reviewed Articles


Book Reviews


The Canadian Iroquois and the Seven Years' War (2012) by D. Peter MacLeod, Canadian Military History (December 2012).


ACADEMIC POSITIONS, TEACHING, AND RELEVANT EXPERIENCE

2014-Present
Head Coach, Colorado Mesa University Men's Hockey

2012-Present
History/Political Science, Colorado Mesa University, Grand Junction, CO
Course: HIST 101—Western Civilizations
Course: HIST 131—US History to 1870
Course: HIST 132—US History 1870 to Present
Course: POLS 261—Comparative Politics
Course: POLS 356—Indigenous Politics
Course: ESSL 290—Oil and Gas
Course: ESSL 290—The Mosquito: A World History

2012-Present
Bureau of Land Management Colorado: Reserve Wildland Firefighter.

2009-Present
Faculty Associate, Laurier Centre for Military, Strategic and Disarmament Studies.

2010-2016

2010-2012
SSHRC Postdoctoral Fellow, St. Jerome’s University (University of Waterloo).
Supervisor: Dr. P. Whitney Lackenbauer

2009-2011
Sessional Instructor, University of Western Ontario, Anthropology
Course: ANTHRO 2111E—Perspectives on Settler Society Relations.
Course: ANTHRO 2132F—Cultures of Native North America.

2010
Sessional Instructor, St. Jerome’s University (University of Waterloo), History.
Course: HIST 106—War in the Twentieth Century.

2009-2010
DND/SDF Postdoctoral Fellow, Laurier Centre for Military, Strategic, and Disarmament Studies.
Supervisor: Dr. P. Whitney Lackenbauer/Prof. Terry Copp.

2001-2010
Captain, Canadian Forces, 1st Hussars Armoured Regiment (Including a two-year attachment to 5th Battalion Royal Green Jackets/7th Battalion, The Rifles, British Army).

2009
Sessional Instructor, Wilfrid Laurier University, History/Anthropology.
Course: HIST/ANTHRO 344—Native Peoples of Eastern Canada.

2007-2008
University of Oxford, Faculty of History, Academic Tutor and Undergraduate Thesis Supervisor.

1999-2003
Secondary School Teacher, Ontario, Canada. (History, English and Law.)
SCHOLARSHIPS, GRANTS AND AWARDS

2010-2012—Social Sciences and Humanities Research Council of Canada Postdoctoral Fellowship.  
-Short-listed for the SSHRC Postdoctoral Prize.


2009-2010—Security and Defence Forum Special Projects Grant (with P. Whitney Lackenbauer).

2009-2010—Research Grant, Laurier Centre for Military, Strategic and Disarmament Studies.

2007—University of Oxford, St. Antony's College Carr and Stahl Fund Doctoral Research Grant.

2006—Royal Military College of Canada Governor General’s Gold Medal Award—Runner-up.

2006—Royal Military College of Canada Award for Highest Academic Average ofGraduating M.A.

2005—Royal Military College of Canada M.A. Research Grant.

2004—University of Guelph Ruth and Eber Pollard Award for Outstanding Undergraduate Thesis of Canadian Content.

CONFERENCES, SEMINARS, MEDIA


Paper: “For King and Kanata: Canadian Indians and the Great War for Civilization.”  
Chair: “Colonialism and Military Service.”

Seminar: “The War that Ended Peace: The 100th Anniversary of the First World War.”

July 2014—University of Winnipeg Summer History Teaching Program, Winnipeg, Canada. 

July 2013—Ouray County Historical Society, Ouray, Colorado. 
Seminar: “American Indians and the Great War for Civilization.”

June 2013—Native American Indigenous Studies Association Annual Conference, Saskatoon, Canada. 

April 2013—Western Social Science Association 55th Annual Conference, Denver, Colorado. 
Paper: “Canadian Diplomacy and the 1982 Falklands War.”

Seminar: “And Many Wore Moccasins: The Ute, Navajo, and Blackfoot and World War I.” 
Aired Feb. and Mar. 2013 on C-Span3 American History TV.

December 2012—Governor-General Literary Awards, Ottawa, Canada. 
Seminar: “Canadian Indians and the Great War.”

November 2012—Bureau of Reclamation, Denver, Colorado. 
Seminar: “American Indians and World War I.”

March 2012—Regis University, Denver, Colorado. 
Seminar: “North American Indians and World War I.”

November 2011—University of Western Ontario: The Great War from Memory to History, London, Canada. 
Paper: “Canadian Indians and the Great War for Civilization.”

March 2011—Guelph Civic Museum Lecture Series, Guelph, Canada. 
Seminar: “For King and Kanata: Aboriginal Canadians and the First World War.”

May 2010—Battlefield Tour: Operation HUSKY, 1943, Sicily/Italy. Presenter and Participant.


January 2010—Laurier Centre for Military, Strategic and Disarmament Studies Winter Lecture Series, Waterloo, Canada.
Seminar: “All the King’s Men: Indigenous Peoples of the Dominions and the First World War.”

September 2009—University of Western Ontario, Department of Anthropology, London, Canada.
Seminar: “For King and Kanata: Canadian Indians and the First World War.”

Seminar: “All the King’s Men: Indigenous Peoples of the Dominions and the First World War.”


June 2007—NATO Kosovo Force (KFOR), Doiran Lake, Macedonia.

Seminar: “Warriors of the King: Aboriginal Canadians and the First World War.”
May 2005—University of Waterloo 16th Annual Graduate Conference in History, Waterloo, Canada.
Paper: “Siberian Intervention and Canada’s War Aims, 1918-1919.”

Paper: “Victory by Other Means: Combined Arms Warfare and the Battle of Amiens, 1918.”


CURRENT PROJECTS AND RESEARCH

Blood Borne: How the Mosquito Made History

The Lies History Told Me: A Reinterpretation of History and Literature.

Cold War on Ice: The 1972 Summit Series of Hockey.
Appendix C

Student Learning Outcomes and Assessment
### Lumina-based Program Outcomes for History Discipline: Assessment Curriculum Map

#### Specialized Knowledge/Applied Learning

<table>
<thead>
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<th>Course</th>
<th>Formulate the relationships of cause and effect</th>
<th>Assess the importance of historical context</th>
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# Lumina-based Program Outcomes for History Discipline: Assessment Curriculum Map

## Intellectual Skills/Critical Thinking

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<th>Course</th>
<th>Critically analyze an argument based on secondary sources</th>
<th>Critically analyze primary sources</th>
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</table>
## Intellectual Skills/Communication Fluency

<table>
<thead>
<tr>
<th>Course</th>
<th>Formulate a clear and persuasive argument based on evidence</th>
<th>Construct a clear thesis with strong topic sentences</th>
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<td>HIST 499</td>
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Final Re-Edited Version, approved, History Discipline meeting, 8/27/14.
## COLORADO MESA UNIVERSITY

Program Outcome and Assessment Plan and Report (2014-18)

**Program Name:** History

**Date:** August 1, 2017

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Courses/Educational Strategies</th>
<th>Assessment Method(s)</th>
<th>Time of Data Collection/Person Responsible</th>
<th>Results of Assessment</th>
<th>Actions Taken</th>
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<td><strong>Outcome #1</strong></td>
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<tr>
<td>Formulate the relationships of Cause and Effect (Specialized Knowledge/Applied Learning)</td>
<td>HIST 394 (D)</td>
<td>What: Evaluate how events in history exist in a network of cause and effect, identifying several cause and effect relationships. How: Scoring using a final exam essay rubric.</td>
<td>Who: All faculty who teach HIST 394 (European in the fall; American in the spring) When: Spring, 2015 and Fall, 2017</td>
<td>Results: Key Findings: Conclusions:</td>
<td>Action: Re-evaluation Date:</td>
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<td>HIST 300 (D); or HIST 332 (D); or HIST 340 (D)</td>
<td>What: Evaluate how events in history exist in a network of cause and effect, identifying several cause and effect relationships. How: Scoring using a final exam essay rubric.</td>
<td>Who: Individual course faculty When: History faculty will determine which formative course to assess between 2015 and 2018.</td>
<td>Results: Key Findings: Conclusions:</td>
<td>Action: Re-evaluation Date:</td>
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<td><strong>Outcome #2</strong></td>
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<tr>
<td>Assess the importance of historical context (Specialized Knowledge/Applied Learning)</td>
<td>HIST 394 (D)</td>
<td>What: Frames and weighs the relative importance of several specific events as they connect to overarching historical patterns or narratives. How: Scoring using a final essay or term paper rubric.</td>
<td>Who: All faculty who teach HIST 394 (European in the fall; American in the Spring). When: Fall 2016, Fall, 2017, 2018</td>
<td>Results: Of the seven students enrolled in the course, 43% scored as Advanced; 43% as Developing; and 14% as Beginning Key Findings: Most of the students in this section gained a solid</td>
<td>Action: As this is the first assessment of 394 on this SLO, further analysis will await further data collection Re-evaluation Date: Fall 2018</td>
</tr>
</tbody>
</table>


HIST 301 (D); or HIST 306 (D); or HIST 360 (D); or HIST 499 (D)

What: Frames and weighs the relative importance of multiple specific events as they connect to overarching historical patterns or narratives.

How: Scoring using a final essay or term paper rubric.

Who: Individual course faculty

When: History faculty will determine which formative course to assess between 2015 and 2018 (HIST 499 internship offered depending on student need).

Understanding of historiography: with 86% scoring Developing or above. Two of these students presented at the Spring Phi Alpha Theta conference, with one winning a top award. Few of the students, however, could create streamlined historiographic reports on an article or monograph, until late in the semester.

Conclusions: Faculty teaching 404 should track how well students who have taken 394 can form research questions and recognize the connections between this skill and historiography. In addition, we should continue to focus on strengthening student performance on SLO #3, especially when it comes to identifying thesis statements and the sub-arguments of a thesis.

Results:

Key Findings:

Conclusions:

Action:

Re-evaluation

Date:
<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome</th>
<th>Assessment Details</th>
<th>Results</th>
<th>Action</th>
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<tbody>
<tr>
<td>HIST 435 (A)</td>
<td>Critically analyze an argument based on secondary sources (Intellectual Skills/Critical Thinking)</td>
<td>What: Frames and weighs the relative importance of multiple specific events as they connect to overarching historical patterns or narratives. How: Scoring using a final essay or term paper rubric.</td>
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<tr>
<td>HIST 202 (B)</td>
<td>What: Works by historians are considered critically; stated, described, and clarified. How: Scoring rubric on short reaction essay or term paper that addresses an historical problem.</td>
<td>Who: D. O'Roark When: Assessed once before 2019</td>
<td>Results: Spring, 2014 80% exceeded the beginning SLO rubric standard (22% advanced; 53% developing; 20% beginning) Fall, 2014 Nine students scored as follows on the SLO #3 rubric: 3 students were scored in the Advanced category (33%), 2 students in the Developing category (22%), and four students in the Beginning category (45%) Spring 2015: Nine scored as follows on this the SLO #3 rubric: 2 students were scored in the Advanced category (22%), 5 students in the Developing category (55%) and two students in the Beginning category (22%) Fall 2015: Out of fifteen students, four scored advanced (27%); Seven in the developing category (46%), and four in the beginning category (22%) Spring 2016: Out of 9 students, three or 33% in Advanced, four or 44% in</td>
<td>Action: History faculty met 8/27/15 to review data and conclusions. After a few more semesters, the history discipline may decide upon a desired level of accomplishment or benchmark for HIST 202. See attached narrative for actions taken by faculty. Re-evaluation Date: August 2018</td>
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</table>
Developing. Two students (23%) scored in the Beginning category.

Fall 2016: Out of 10 students, two or 20% scored in Advanced; 5 or 50% scored in Developing, and 3 or 30% scored in the Beginning category.

Key Findings: Spring, 2014

Representative examples of student work outlined in reports and cover all three levels. Fall 2014, 55% of the students performed Developing or above. The other 45% had a difficult time critically reading and writing, which was demonstrated early on during class discussions. I do not recall there being so many students coming into 202 at a relatively remedial level. While 100% of the students this semester did refer to and use the main secondary text, most of those in the bottom 45% did not use footnotes. Most of this group referred to the textbook and did not utilize many of the other assigned secondary sources.

Spring 2015: 77% of the students performed Developing or above.
Developing students showed some understanding of changing historical interpretation for their topic, whereas essays tended to lose either chronological or topical focus from time to time. In a few cases, papers appeared to be more of a standard research paper, rather than an assessment of how studies of the topic have changed over time. 

Fall 2016: 77% of students scored in Developing and Advanced work thoughtfully engaged with secondary sources and demonstrated a solid understanding of course content. Employed language that was both academic and direct. Developing students revealed some efforts to apply and engage with secondary sources, and a few demonstrated a solid understanding of course content. Employed language that was both academic and direct.

Spring 2016: 77% of students scored in Advanced or Developing work. Beginning students generally failed to engage with any or few of the course readings and demonstrated a solid understanding of course content. Employed language that was both academic and direct.
Fall 2016: 70% of students scored in the Advanced or Developing categories.
Spring 2017: 63% of students scored in the Advanced or Developing categories.

Conclusions: (2014)
Students may need more work analyzing historical writing, particularly secondary sources, either at the essential learning level or in 202, in particular. Another option may be to require a paper earlier in the semester that analyzes three or more secondary sources. The approach during the Spring 2015 course, which emphasized historiographical concepts, is a solid one, because it exposed students to the dynamism of historical interpretation.

Fall 2015:
Section performed well overall, however, many still need to learn to engage with secondary sources more thoroughly, not only demonstrating comprehension, but also the ability to use other's ideas as building blocks for their own original arguments. Analysis based on secondary sources could be more
robust and nuanced

Rosenbaum plans to spend more class time discussing historiography, and how to utilize secondary sources in a professional and productive manner.

**Spring 2016:** Many of the students needed to work on better incorporating historians' arguments into their essays, despite being able to locate cogent arguments in assigned secondary readings. Data illustrates the need for HIST 394. Instructor E Jackson intends to devote less time to lecturing on historiography and more time to seminar-style class discussion involving deconstruction of secondary source arguments.

**Fall 2016:** A significant number of students entering 202 are at a remedial level, in terms of drawing upon course readings and making cogent arguments. Patarino struggled more with this group to maintain a successful balance between teaching historical method and research skills. Patarino suggests that historians create more opportunities in essential
HIST 364 (a)  
What: Works by historians are critically evaluated to develop a coherent analysis or synthesis.  
How: Scoring on essay or paper that addresses an historical problem.  
Who: S. Schulte  
When: Fall, 2015; Spring, 2017  
Results: Spring 2016: A total of 7 students scored the courses thus.  
Action: Faculty met on August 27, 2015 to discuss data.  
Conclusions: Date:  
Results: Spring 2017: A total of 8 students scored the courses.  
Action: Faculty met in Spring 2017.
following. 2 were Advanced (25%); 4 were Developing (50%), and 2 were scored in the Beginning category.

Key Findings: Spring 2015: A total of 72% scored in Developing or above; 38% failed to meet the standard for this Developing course.

Spring 2017: A total of 75% scored in Developing or above.

Conclusions: Overall, student responses were positive; they seemed to understand how historians devise research questions and the types of sociocultural forces that drive changing research questions over time. However, even though they had 16 months to prepare, many students struggled to find sources for the final paper. This occurred even after having met with a librarian and using a webpage she created with various finding aids. It is unclear whether the problem was due to a lack of effort or a lack of appropriate skills.

Spring 2017: Schulte found a positive correlation between the number of upper-level students completing the required coursework and the number of students completing the course the first time. The course will be taught again in Fall 2016, and then each semester thereafter. In addition, no formative course data has as yet been collected on this SLO. Specific analysis will be postponed until more data is collected for 394 and 404. See attached narrative for more details.

Re-evaluation Date: Fall 2018.
HIST 302 (D); or HIST 303 (D); or HIST 310 (D); or HIST 334 (D); or HIST 342 (D); or HIST 410 (D); or HIST 420 (D); or HIST 435 (D)

What: Works by historians
Who: Individual course
are evaluated to develop a
coherent analysis or
synthesis. determine which formative
How: Scoring on essay or
course to assess between
paper that addresses an
historical problem.

Who: Individual course
What: History faculty will
influence students, who
completed the final paper, continue in
Spring 2017. Of the
eleven students, who
scored 1n the 2017/2018
Advanced category (36%), Re-evaluation
date: Fall 2018
completed the course.

How: Scoring on essay or
course to assess between
paper that addresses an
historical problem.

Key Findings: 72%
Action: Additional
1. Analyses and re-evaluation
2. Based on average
data collection on
11 students.

Before the course and their
particular subfield
historiography, even
students needed to track
and connect to secondary
works. What problems has
CMU historians need to track
and work with the slightly
underperforming students
earlier in the semester.
Schulte will do more
required hands-on thesis
development and spend
more time discussing
research questions/paper topics as
they connect to secondary
works. What problems has
CMU historians need to track
and work with the slightly
underperforming students
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Schulte will do more
required hands-on thesis
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<th>Course</th>
<th>Outcome</th>
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<th>Who</th>
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<th>Results</th>
<th>Action</th>
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<tbody>
<tr>
<td>HIST 404 (A)</td>
<td>Critically analyze primary sources (Intellectual Skills/Critical Thinking)</td>
<td>Information is used from several historians with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. How: Scoring on capstone paper that addresses an historical issue or problem.</td>
<td>All faculty who teach HIST 404 (American in the fall; European in the spring).</td>
<td>Fall 2017</td>
<td>scored Developing or above</td>
<td>Re-evaluation</td>
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<td>HIST 202</td>
<td>What: Evaluates how textual features (e.g., sentence structure and tone) contribute to the</td>
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<td>All faculty who teach HIST 202 (European in the fall; American in the Spring).</td>
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<td>Results:</td>
<td>Re-evaluation</td>
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Conclusions: Students in the advanced category are definitely prepared to demonstrate SLQ #3 skills on their 404 projects. Students scoring in the beginning category are troubling, displaying crude levels of analysis and presenting overbroad, inaccurate facts and analysis. Paterno is considering developing an additional assignment earlier in the semester, in addition to the midterm, that helps these students make clearer, more accurate and direct use of secondary source material in their analysis.
<table>
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<tr>
<th>Course Options</th>
<th>Document's Meaning</th>
<th>When: Fall 2017</th>
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<tr>
<td>HIST 305 (D); or HIST 316 (D); or HIST 348 (D); or HIST 360 (D); or HIST 370 (D); or HIST 371 (D); or HIST 375 (D); or HIST 400 (D); or HIST 403 (D); or HIST 405; or HIST 406 (D); or HIST 409; or HIST 415 (D)</td>
<td>draws basic inferences about context and purpose of text.</td>
<td>Who: Individual course faculty</td>
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<td>How: Scoring short reaction essay or paper using a rubric.</td>
<td>When: History faculty will determine which formative course to assess between 2015 and 2018.</td>
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<td>Results for HIST 370, Fall 2014: The 8 students who successfully completed the project for HIST 370 scored as follows: 3 students scored in the Advanced category (50%); 1 student scored in the Developing category (17%); and 2 students scored in the Beginning category (33%). The percentages are based on those history majors who completed the work. One history major missed several key assignments, failed the course, and therefore is not included in the assessment.</td>
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<td>Key Findings: Our upper division courses draw from a population with a varying degree of accomplishment and at varying stages of their academic careers. Half of the students engaged with the material in a sophisticated manner. The other half's analytical skills were very weak.</td>
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<td>Action: History faculty met on August 27, 2015 See attached narrative Re-evaluation Date: Fall 2018</td>
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While they were enthusiastic about the material, they were often unable to process and analyze complex primary sources.

**Conclusions:**
For some, continuing to engage with difficult historical materials will push them to greater accomplishment. However, for others, specific coursework might be required. As a discipline, we should see if the students at the beginning level had both taken and passed HIST 202. Is there a correlation between a student's achievement in HIST 202 and their level of accomplishment in 300- and 400-level history courses? For those who do pass HIST 202 but continue at a beginning level, further intervention through tutoring and/or mentoring may need to take place.

**Results for HIST 370, Fall 2016:** Assessing the final project, 15% scored in the Advanced category, 70% in Developing, and 15% in the Beginning.

**Key Findings:** The majority of students, 85%, scored Developing or
### HIST 404 (A)

**What:** Use multiple primary source texts, general background knowledge, and specific knowledge of the historical context to draw complex inferences about the document's message and/or attitude.

**How:** Scoring of final capstone paper using a rubric.

**Who:** All faculty who teach HIST 404 (American in fall; European in spring).

**When:** Spring, 2014, 2015; 2016

**Results: Spring 2014**
- 71.5% used and analyzed primary sources above a beginning level (43% advanced, 26.5% developing, 25.5% beginning)

**Fall 2014**
- 55% of students used and analyzed sources above a beginning level. 33% advanced, 22% developing, 22% beginning, and 23% who did not complete their final paper.

**Spring 2016**
- Nine papers yielded the following results. One student scored in the Advanced category (11%), four scored in the Developing category (44%), and four scored in the Beginning category (22%).

**Instructor's Note:** Above, instructor noted that these results were satisfactory.

**Conclusions:** The assignment largely engaged their interest and helped them to develop important skills for historical analysis. Two of the students went well beyond the instructor's expectations; even the students in the beginning category demonstrated improvement.

**Action:** History faculty met 8/27/15 to review data and conclusions. See attached narrative for discussion and preliminary conclusions.

**Re-evaluation Date:** Fall 2018
Fall 2015: Six students were enrolled, and all six completed the course. One paper was advanced (17%), two were developing (33%), and three fit the beginning category (50%).

Spring 2016: Of the twelve students in this section, three scored as Advanced (25%), six as developing (50%) and three as beginning (25%).

Key Findings:
Representative examples of student work outlined in these reports cover all three levels. Between 50 and 70% of students performed above a beginning level.

Conclusions: Spring 2014: Students especially struggled to produce clear, sophisticated, analytical questions to frame their analysis of primary sources. This may be a point to address within other courses in the HIST core. Fall 2014: All students struggled to find their voice as historical writers and locate original arguments for their papers.
based on historiographic trends and primary sources. As a discipline, we should discuss those who take 404 more than once.  

**Spring 2015:** While only one paper was judged to be advanced, two other papers did a good job of using primary sources, but suffered from tangential issues (weak conclusions, incorrect formatting of footnotes, etc.) Most students had a difficult time formulating a cogent research question/issue and struggled to discern what primary sources could be applied to their research. They seemed content to follow the conclusions of secondary material, rather than questioning aspects of those conclusions. The closing/dislocation of Tomlinson may have been a factor. Faculty may want to consider spending more time in formative courses discussing how to formulate and research a counter argument to some issue/argument from reading or lecture.  

**Fall 2015:** All the students made varying degrees of use of primary sources. It is clear that writing a paper
requiring extensive use of primary sources makes for the best senior seminar papers. Some clearly lacked the confidence to arrive at their own judgements about the primary sources, preferring to be lead to the conclusion by the use and perhaps, overuse of secondary sources. We can mitigate this by requiring primary source based papers in more of our 300/400 level courses.

Spring 2016: Every one of the students, in all three categories, used primary sources, with beginning students and some developing students needing to engage with primary sources more thoroughly. Some, used an excerpt from a primary source to provide a bit of detail or color, without necessarily engaging with the source itself. Some demonstrated truly original thinking, but did not effectively integrate passages into the larger paper. A Rosenbaum suggests dedicating more of his class time to discussing how to utilize primary source, including a "run" of sources as building
<table>
<thead>
<tr>
<th>Outcome #5</th>
<th>Formulate a clear and persuasive argument based on evidence (Intellectual Skills/Communication Fluency)</th>
<th>What: Evaluates the use of language that generally conveys meaning, while using credible, relevant sources to support ideas. <strong>Who:</strong> All faculty who teach HIST 202 (European in the fall; American in the Spring) <strong>How:</strong> Scoring of midterm or final essay using a rubric. <strong>When:</strong> 2017, 2018</th>
<th><strong>Results:</strong> Key Findings: Conclusions: Action: Re-evaluation Date:</th>
<th><strong>Results for HIST 347, Fall 2015:</strong> For the 15 students who successfully completed the final paper, 5 scored in the advanced category (33%), 8 in the developing category (53%) and 2 in the beginning category (13%). In addition, two students did not complete their papers and therefore failed the course. <strong>Key Findings:</strong> 86% of the students in this course, who completed a paper, performed above the beginning level in their use of language and source analysis. <strong>Conclusions:</strong> E. Jackson was pleased with the final outcome of the course, as assessed on this SLO. Students who performed at the developing level could have paid more attention to details in draft revision. <strong>Action:</strong> History faculty will continue to collect data on this SLO in 2016/17. <strong>Re-evaluation Date:</strong> Fall 2018</th>
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<tbody>
<tr>
<td>Course</td>
<td>Evaluation Criteria</td>
<td>Who</td>
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<td>Results</td>
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<tr>
<td>HIST 404 (A)</td>
<td>Evaluates the use of language that generally conveys meaning, while using credible, relevant sources to support ideas. How: Scoring of final paper using a rubric.</td>
<td>All faculty who teach HIST 404 (American in the fall; European in the Spring)</td>
<td>Spring 2017</td>
<td>Ten papers yielded the following results: 8 scored in the Advanced category; one in the Developing category; and one in the Beginning category.</td>
</tr>
<tr>
<td>HIST 425 (A)</td>
<td>Evaluates the use of straightforward language that conveys meaning, while using credible, relevant sources to support ideas. How: Scoring of midterm or final essay using a rubric.</td>
<td>E. Jackson</td>
<td>Once before 2020</td>
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**Results:**

Spring 2017: Ten papers yielded the following results: 8 scored in the Advanced category; one in the Developing category; and one in the Beginning category.

**Key Findings:** Spring 2017: 90% of students scored in Developing or above.

**Conclusions:** Spring 2017: O’Roark was very pleased with this group of papers. Students overall demonstrated an advanced ability to combine a variety of evidence in support of their argument. This may be a direct benefit of adding the Junior Seminar, HIST 394, to the Core Curriculum.

**Action:** History faculty will continue to collect data in 2018/19.

**Re-evaluation Date:** Fall 2018 and 2019.
| HiST 445 (A) | **What:** Evaluates the use of graceful language that skilfully communicates meaning and demonstrates the skillful use of high-quality, credible, relevant sources to develop ideas.  
**How:** Scoring of capstone final paper using rubric | **Who:** A. Rosenbaum  
**When:** Once before 2020 | **Results:** Spring, 2015: The 11 history majors scored as following: 4 students scored in the Advanced category (36%), 6 students in the Developing category (55%), and 1 in the Beginning category (9%).  
**Key Findings:** 91% scored in Developing or above. Yet some need to learn to articulate a clear and persuasive argument at the beginning of a longer paper, and to return to that argument throughout the piece. Some revealed their arguments rather slowly over the course of the paper. Many need to do more to substantiate their arguments, connecting the larger analytical framework to the exposition and individual details gathered from the source.  
**Conclusions:** While the majority demonstrated an appreciation of the function and significance of historical argument, they need to do more to ground and develop their own original arguments.  
**Action:** Most assessment for this SLO will not occur in the summative core courses until 2017. Analysis of this data will be postponed until we can collect more data on this SLO.  
**Re-evaluation Date:** Fall 2018 |
HIST 450 (A)

**What:** Evaluates the use of graceful language that skillfully communicates meaning and demonstrates the skillful use of high-quality, credible, relevant sources to develop ideas.

**Who:** V. Patarino

**When:** Once before 2020

**How:** Scoring on final term paper using rubric.

**Results: Spring, 2018:**

Of the 12 history majors who took this course, three scored in the Advanced category (25%), six in the Developing category (50%), and three in the Beginning category (25%).

**Key Findings:**

- 75% of the students scored in the categories above.
- While of the students connected primary and secondary sources to their arguments, few were consistent in the use of graceful academic language.

**Conclusions:**

While the Advanced students grappled with the complexity of the discourse, “Can a filmmaker be a historian,” the Developing students needed to express better the nuances of argument. The Beginning students showed little growth in their ability to digest, summarize, and communicate the complex ideas about film and history. I found that while both the Advanced and Developing students could construct clear arguments using straightforward prose, few could produce

**Action:** Most assessment for this SLO will not occur in the summative core courses until 2017. Analysis of this data will be postponed until we can collect more data on this SLO.

**Re-evaluation Date:** Fall 2018
<table>
<thead>
<tr>
<th>Outcome #6</th>
<th>Constructs a clear thesis with strong topic sentences (Intellectual Skills/Communication Fluency)</th>
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<tr>
<td>HIST 394 (D)</td>
<td>What: Demonstrates ability to create a clear thesis that takes into account the complexities of an issue or argument with supporting topic sentences. How: Scoring on final exam or paper essay using rubric.</td>
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<td>Results:</td>
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<td>HIST 330 (D); or HIST 331 (D); or HIST 333 (D); or HIST 344 (D); or HIST 440 (D)</td>
<td>What: Demonstrates ability to create a clear thesis that takes into account the complexities of an issue or argument with supporting topic sentences. How: Scoring on final exam or paper essay using rubric.</td>
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<tr>
<td>Who: All faculty who teach HIST 394 (Europeans in Fall; Americans in Spring)</td>
<td>When: Fall 2015, Spring 2017</td>
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<td>Results:</td>
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<td>Key Findings:</td>
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<td>Individual course faculty</td>
<td>When: History faculty will determine which formative course to assess between 2015 and 2018.</td>
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<td>Conclusions:</td>
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graceful writing. Most had little self-awareness about their writing, and could not correctly identify their own strengths or weaknesses, most did not take the time to edit. One suggestion is that we may want to create rubric examples of graceful writing and use these in HIST 202 and some of our 300/400 level non-core courses.

Who: All faculty who teach HIST 394 (Europeans in Fall; Americans in Spring) | When: Fall 2015, Spring 2017 |
| Results: | Action: |
| Key Findings: | Re-evaluation |
| Conclusions: | Date: |
| Individual course faculty | When: History faculty will determine which formative course to assess between 2015 and 2018. |
| Results: | Action: |
| Key Findings: | Re-evaluation |
| Conclusions: | Date: |
**HIST 404 (A)**

**What:** Demonstrates the ability to create a clear thesis that is imaginative, taking into account the complexities of an issue or argument, where other points of view are synthesized within the position, with supporting topical sentences.

**How:** Scoring on final capstone paper using rubric.

**Who:** All faculty who teach HIST 404 (Americans in Fall; Europeans in Spring)

**When:** Fall, 2016

**Results:** Of the four students assessed on this SLO, 50% scored in the Advanced category and 50% in the Developing category.

**Key Findings:** Students in this section performed reasonably well. Instructor attempted to address the problem of student’s inability to formulate research questions tied to viable and accessible source bases. Using Major Problems in the American Revolution, the instructor used topical chapters that paired secondary and primary sources to show students how to build a research project from the proper secondary/primary source foundations.

**Conclusions:** This method worked reasonably well. One struggling student failed to develop a research question or source base and did not turn in a final paper. The best students developed viable historical research projects. Instructor will keep this basic approach the next time he teaches 404.

**Action:** Most assessment for this SLO will not occur in the summative core courses until 2018. We will postpone analysis of this SLO until we can collect more data.

**Re-evaluation Date:** Fall 2018
Note: History faculty decided not to assess essential learning courses (101/102, 131/132) at the program level. History majors comprise too small of a component of these courses to be statistically useful. Summative, History Core courses (202, 394, and 404) will be assessed each semester. Additional Formative 300 and 400 level courses will be assessed between 2015 and 2018. Faculty will decide during a meeting at the end of each spring semester, which of these additional courses to assess. We will assess one Formative course per semester. Full reports of each individual assessment is available on the R-drive.

Addendum (Spring 2017): The History faculty will begin teaching Summative, History Core once a year, beginning fall 2017. This includes HIST 202 and 394 only. Faculty will evaluate this change at the end of spring semester, 2018.
History Discipline Four-Year Program Outcome and Assessment Plan Strategy: 2014-2018

Summative courses, History Core

<table>
<thead>
<tr>
<th>SLO</th>
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<td>202 (S/F)</td>
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<td>404 (S/F)</td>
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Formative courses, History non-Core

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<th>SLO</th>
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History Discipline Program Assessment goals:

- Essential Learning courses (101/102, 131/132) will not be assessed at the program level because history majors comprise too small a component for these courses, and therefore not statistically useful.
- History Core (Summative) courses (202, 394, and 404) will be assessed each semester, but we will assess different SLOs each year. While HIST 394 was offered (and assessed) during Spring 2015, the course will not be offered (or assessed) again until 2016.
- Additional 300 and 400 level (Formative) courses will be assessed (depending upon course offerings) between 2015 and 2018. We will assess a different formative course each semester.
- Each SLO will be assessed at least twice in the six-year cycle in order to match the Program Review cycle. Our next program review will be 2018. This schedule takes us through the end of the current program review cycle.
- Each spring, history faculty determine which additional 300/400 level to assess. Faculty will meet once each fall to review the data collected from the previous year, through the use of the individual assessment reports, available on the SBS R-drive.
HIST SLO Program Assessment

Course: HIST 394, Section 001
Semester: Fall 2016
Instructor: Vincent V. Patarino Jr.
SLO: #2, Assess the Importance of Historical Context

Course Educational Strategy (B, D, or A): Developing

Report

HIST 394, the Junior Seminar in Historiography is a new course added to the history core (101/102; 131/132, 202, and 404) in response to problems that we identified in the HIST 404 capstone, during the first round of program review in 2013-2014. As we suspected, it would take at least two years for sufficient demand to ensure our being able to offer the course at least once a year, given our number of majors. This was the second time we have offered the course and the first time assessed on SLO #2. Dr. Justin Liles was the first faculty member to develop the course during spring semester, 2015; Liles assessed his section on SLO #3 (secondary sources). Given that each faculty member chooses the topic for HIST 394, I focused on the historiography of the Elizabethan era, tracing several aspects of historiographic discourse, including an overarching investigation of historiography in our field of History. In addition, we focused on historiographic trends for the English Reformation (a top-down or a bottom-up movement); gender and disorder; social credit; witchcraft; the ways that Queen Elizabeth I negotiated 16th-century patriarchal expectations; and popular perceptions of Elizabeth in film. During the course, we also discussed the workings of critical thinking, and spent significant time connecting historiography to the process of creating historical questions for research-based projects.

Students in this course produced a final paper (see Appendix 1) that asked them to write a historiographic essay on Elizabeth I and how she negotiated her power within a patriarchy, focusing on both scholarly works and popular film. I assessed this final paper using HIST Student Learning Outcome, #2 (see Appendix 2, SLO #2 rubric). Of the seven students that matriculated in the course, all seven turned in final papers and completed all of the assignments of the course. The seven students scored as follows: three students scored in the advanced category (43%); three in the developing category (43%); and one in the beginning category (14%).
Key Findings: representative examples of student work in HIST 394

**Advanced:** Students in the advanced category should be able to understand and apply course content from the assigned readings and employ significant critical thinking and analysis to historiographic trends. Their essays, by definition, must exhibit high standards of prose and some grace in writing. An example of advanced student work from this class follows:

“However, Carole Levin disagreed with Christopher Haigh’s assertion that Queen Elizabeth followed the prescriptive roles for a woman. In *Heart and Stomach of a King* (2013), Levin argued that Queen Elizabeth I crossed gender boundaries and represented herself in both male and female roles to exert power in religious practices, international relations, domestic factionalism, and social order. (footnote) Although Haigh alludes to rumors in his work, Levin broke new ground in Elizabethan historiography with her use of rumor, hearsay, and gossip as legitimate sources in scholarly research. Letters sent home by foreign ambassadors were most valuable in Levin’s use of rumors to gauge the reactions of others to the Queen’s self-presentation. These sources did not yield a completely accurate representation of how people perceived Elizabeth, but they did demonstrate the social-psychological responses toward sexuality and power.”

**Developing:** Students in the developing category often provided answers that needed deeper analysis, but could still generally understand and apply course content from the assigned readings in analyzing historiographic arguments. A higher proportion of these students exhibited awkward sentence structure and wording.

“How then was Elizabeth a deviant? The English relied upon a gender system built in hierarchies. The men had their own hierarchy, which relied upon honor, reputation, family, and material wealth to organize all men of society into tiers, with the king at the top. The women had their own hierarchy as well, which relied primarily upon reputation and social standing. The hierarchy of the women was below that of the men, but the monarch sat on top of both, the highest pinnacle of the gender system. Being a queen ruling alone, Elizabeth put herself in a dangerous position: a woman at the tip of the male hierarchy. Elizabeth was a deviant because her very existence as the unmarried Virgin Queen of England stood in defiance of the natural order of the gender systems in place. This is what makes Elizabeth’s successful fifty-year rule with no husband so impressive. Elizabeth, in a society where deviants were punished, lived in defiance of the culture itself and still managed to command the loyalty of her subjects. Only in the recent historiography, with historians like Levin and Strong, has this view been the case. This view, of course, relies heavily upon the work of historians like Phyllis Mack, Martin Ingram, and Laura Gowing (footnote), whose work with the gender systems of Early Modern England are key to understanding Elizabeth’s tenuous position.”

**Beginning:** The Beginning student, comparatively, showed relatively little evidence of understanding the assigned historiographic readings and often did not make clear connections between the readings and concepts of within the historiography. It exhibits spelling and writing
mechanics that need attention. This student began with a long, unnecessary narrative about Elizabeth, wasting about 1/3 of the essay, before engaging with any of the assigned readings. There are historical inaccuracies. Most importantly, not only did this student discuss historiographic trends out of sequence, but also ignored the development of ideas over time.

"Thankfully for Elizabeth, the education she was given in France was very in depth and she learned what it took to not only be a great scholar, but a great leader as well. She understood how the royal courts worked and how one must maneuver through them in order to get what she wanted once she was given the throne. Her intelligence comes to light when her actions as queen are examined in depth, and historians dive deeper into Elizabeth's motives and reasoning for the actions she took."

**Conclusions:** Given that 86% of the students in this course scored developing or above by the end of the semester, they clearly had a solid understanding of the importance of historical context, as it applies to historiography. Indeed, two of these students (one advanced and one developing) are presented versions of their papers at the spring 2017 Phi Alpha Theta conference (one of which earned one of the three best paper awards), and several are currently enrolled in the history capstone, HIST 404 this semester (spring 2017). At the beginning of the semester, none of the students had more than a basic understanding of historiography, and none recognized the connection between historiography and the creation of historical research questions.

As increasing numbers of history majors take 394, we historians need to track how well they are able to form research questions, and recognize the connections between the formation of research questions and historiography. Faculty should address this in the assessment of HIST 404 for spring 2017, especially since so many of the students from this 394 section will be developing research papers in 404 this spring.

While the method of discussing the meaning of "critical thinking" was successful, I do plan to refocus the course by jettisoning at least one of the historiographic areas. I believe that the seminar style: student reports every week of their assigned readings; students finding their own examples of readings in the historiography and reporting on those; and critiques of their own and their classmates' performance worked well. I was, however, surprised at how long some of the discussions took; few of the students knew how to create a streamlined report that focused on the central arguments of an article or monograph. This suggests that in our non-core courses, we need to continue to focus on strengthening performance on SLO #3, Critically Analyze and Argument based on Secondary Sources, especially when it comes to identifying thesis statements, and sub-arguments of a thesis.
HIST Student Learning Outcome #1: Formulate the relationships of cause and effect
(Specialized Knowledge / Applied Learning)

What is being assessed: (B & D): Evaluate how events in history exist in a network of cause and effect, identifying cause and effect relationships.

An Advanced (3) assignment will:
- Demonstrate a solid understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Employ significant critical thinking and analysis of larger concepts.
- Contain grammatically correct sentences with little or no spelling or mechanical issues.

A Developing (2) assignment will:
- Demonstrate understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Begin to show consideration of the importance of knowledge attained in the assigned readings. Answers could make use of greater analysis.
- Exhibit spelling and mechanics that need some attention, prose that needs work, or awkward sentence structure and wording.

A Beginning (1) assignment will:
- Show very little evidence of understanding the assigned readings, or application of content within course framework.
- Display little consideration of the importance of knowledge attained in the assigned readings. Answers do not fully connect context to primary sources. Exhibit spelling and mechanics of writing that need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
HIST Student Learning Outcome #2: Assess the importance of historical context  
(Specialized Knowledge/Applied Learning)

What is being assessed: (B) Frames and weighs the relative importance of several specific events as they connect to overarching historical patterns and narratives.  
(D & A) Frames and weighs the relative importance of multiple specific events as they connect to overarching historical patterns and narratives.

An Advanced (3) assignment will:
- Demonstrate a solid understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Employ significant critical thinking and analysis of larger concepts.
- Contain grammatically correct sentences with little or no spelling or mechanical issues.

A Developing (2) assignment will:
- Demonstrate understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Begin to show consideration of the importance of knowledge attained in the assigned readings. Answers could make use of greater analysis.
- Exhibit spelling and mechanics that need some attention, prose that needs work, or awkward sentence structure and wording.

A Beginning (1) assignment will:
- Show very little evidence of understanding the assigned readings, or application of content within course framework.
- Display little consideration of the importance of knowledge attained in the assigned readings. Answers do not fully connect context to primary sources.
- Exhibit spelling and mechanics of writing that need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
Student Learning Outcome #3: Critically analyze an argument based on secondary sources (Intellectual Skills/Critical Thinking)

What is being assessed:
(B) Works by historians are considered critically; stated, described, and clarified.
(D) Works by historians are evaluated to develop a coherent analysis or synthesis.
(A) Information is used from several historians with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.

An Advanced (3) assignment will:
• Demonstrate a solid understanding of course content knowledge and application of content using knowledge attained from assigned readings.
• Employ significant critical thinking and analysis of larger concepts.
• Contain grammatically correct sentences with little or no spelling or mechanical issues.

A Developing (2) assignment will:
• Demonstrate understanding of course content knowledge and application of content using knowledge attained from assigned readings.
• Begin to show consideration of the importance of knowledge attained in the assigned readings. Answers could make use of greater analysis.
• Exhibit spelling and mechanics that need some attention, prose that needs work, or awkward sentence structure and wording.

A Beginning (1) assignment will:
• Show very little evidence of understanding the assigned readings, or application of content within course framework.
• Display little consideration of the importance of knowledge attained in the assigned readings. Answers do not fully connect context to primary sources.
• Exhibit spelling and mechanics of writing that need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
HIST Student Learning Outcome #4: Critically analyze primary sources  
(Intellectual Skills/Critical Thinking)

What is being assessed:
(B) Evaluates how textual features (e.g. sentence structure and tone) contribute to the document’s meaning; draws basic inferences about context and purpose of text.
(D) Use several primary source texts, general background knowledge, and specific knowledge of the historical context to draw inferences about the document’s message and/or attitude.
(A) Use multiple primary source texts, general background knowledge, and specific knowledge of the historical context to draw inferences about the document’s message and/or attitude.

An Advanced (3) assignment will:
- Demonstrate a solid understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Employ significant critical thinking and analysis of larger concepts.
- Contain grammatically correct sentences with little or no spelling or mechanical issues.

A Developing (2) assignment will:
- Demonstrate understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Begin to show consideration of the importance of knowledge attained in the assigned readings. Answers could make use of greater analysis.
- Exhibit spelling and mechanics that need some attention. Continue to work on prose, awkward sentence structure and wording.

A Beginning (1) assignment will:
- Show very little evidence of understanding the assigned readings, or application of content within course framework.
- Display little consideration of the importance of knowledge attained in the assigned readings. Answers do not fully connect context to primary sources.
- Exhibit spelling and mechanics of writing that need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
Outcome #5: Formulate a clear and persuasive argument based on evidence  
(Intellectual Skills/Communication Fluency)

What is being assessed:

(B) Evaluates the use of language that generally conveys meaning, while using credible, relevant sources to support ideas.

(D) Evaluates the use of straightforward language that conveys meaning, while using credible, relevant sources to support ideas.

(A) Evaluates the use of graceful language that skillfully communicates meaning and demonstrates the skillful use of high-quality, credible, relevant sources to develop ideas.

An Advanced (3) assignment will:

- Demonstrate a solid understanding of the relevance of a historical argument. Essay shows a great ability to identify a historical problem and related contextual elements.
- Make use of a wealth of evidence in support of an argument. Evidence is used in logical ways that directly support the author’s argument.
- Contain a thesis statement and topic sentences with grammatically correct sentences and little or no spelling or mechanical issues.

A Developing (2) assignment will:

- Demonstrate an understanding of the relevance of a historical argument. Essay shows the ability to identify a historical problem and related contextual elements.
- Make use of some evidence in support of an argument. A greater understanding of the importance of historical evidence could be further emphasized.
- Exhibit spelling and mechanics that need some attention. Continue to work on prose, awkward sentence structure and wording.

A Beginning (1) assignment will:

- Show very little evidence of the relevance of a historical argument. Essay demonstrates limited ability in identifying a historical problem or related contextual elements.
- Display little consideration of the importance of knowledge attained in the assigned readings. Answers do not fully connect context to primary sources.
- Exhibit spelling and mechanics of writing that need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
Outcome #6: Constructs a clear thesis with strong topic sentences  
(Intellectual Skills/Communication Fluency)

What is being assessed:
(B): Demonstrates the ability to create a clear thesis that takes a specific position with supporting topical sentences.
(D) Demonstrates the ability to create a clear thesis that takes into account the complexities of an issue or argument with supporting topical sentences.
(A) Demonstrates the ability to create a clear thesis that is imaginative, taking into account the complexities of an issue or argument, where other points of view are synthesized within the position, with supporting topical sentences.

An Advanced (3) assignment will:
- Formulate a thesis statement that demonstrates a solid understanding of course content knowledge, is arguable, and poses a unique point of view.
- Employ topic sentences that exhibit significant critical thinking and analysis of larger concepts.
- Contain a thesis statement and topic sentences with grammatically correct sentences with little or no spelling or mechanical issues.

A Developing (2) assignment will:
- Formulate a thesis statement that demonstrates understanding of course content knowledge and application of content using knowledge attained from assigned readings.
- Employ topic sentences begin to show consideration of the importance of knowledge attained in the assigned readings. Answers could make use of greater analysis.
- Contain spelling and mechanics that need some attention. Continue to work on prose, awkward sentence structure and wording.

A Beginning (1) assignment will:
- Formulate a Thesis statement that shows very little evidence of understanding the assigned readings, or application of content within course framework.
- Employ Topic sentences that show little consideration of the importance of knowledge attained in the assigned readings.

Contain Spelling and mechanics of writing need great attention. Awkward prose, spelling errors, and use of language that is not academic detract from the overall points.
The CMU history faculty met on August 27, 2015 to discuss initial findings from our first year of program assessment data on SLOs 3 (critically analyze an argument based on secondary sources) and 4 (critically analyze primary sources).

Between spring 2014 and spring 2015, we assessed our summative courses in our history core, HIST 202 and 404 three times. HIST 202 represents a mid-way point in our major’s program (developing), after taking essential learning courses, while data collected in 404 represents our major’s progress at the advanced level, before graduation. We have also collected data from the new addition to the History core, HIST 394 once, assessed on SLO 3.

In addition, we assessed several formative, non-core courses: HIST 370 on SLO 4 and HIST 445 on SLO 5. While the general consensus was that more data will need to be collected in order to identify overall trends, we have identified several areas where action can be taken.

Trends and Patterns
Several suggestive patterns have emerged from our initial data collection.

- We recognized during the process of creating Program SLOs that while our majors were introduced to the concepts of historical method and research, they did not have a firm understanding of historiography, which is defined as the ongoing conversation that evolves over time between historians. Mastering historiography is a skill essential to developing an advanced research project in HIST 404.

  **Action Taken:** The history faculty added the new HIST 394 to the history core curriculum beginning spring 2014. HIST 394 aligns our History Core to create a more efficient and hierarchical learning structure to assess our Program SLOs, while highlighting the research strengths of our faculty. It will next be taught in fall, 2016, and then each succeeding semester. Given that we only have one semester worth of data on this course, discussion of trends in our student’s understanding of historiography is tabled until fall 2018.

- Majors taking 404 have demonstrated a weakness in their ability to devise historical research questions, appropriate to the discipline, and a difficulty utilizing both primary and secondary sources to answer those questions. All three are skills necessary to formulate and execute advanced research project.

  **Action Taken:** The consensus of the history faculty was to continue to emphasize the creation of research questions and utilizing primary and secondary sources to answer such questions in HIST 202. In addition, individual faculty have agreed to design her or
his own distinctive strategy or strategies for attending to this issue in the formative, non-core 300 and 400 level history courses. During our discussion, several strategies for addressing the matter were discussed. Dr. Justin Liles, for instance, has developed a series of tasks, based on the use of the *Major Problems* series that will isolate the crucial task of formulating a research question, identifying a source base that can answer that question, and tailoring the question to the available source base. In addition, Dr. Liles discussed how he encourages students to begin formulating research questions as they take additional upper level courses, as a way to “pre-think” about an eventual 404 project. Further action is tabled until fall 2018 at which point SLO 3 will have been assessed in HIST 202, 394, and 404 several more times.

- Data collection in 2016 will be on SLOs 2, 3, and 6 in the summative core courses, and on SLOs 4 and 5 in the formative courses. Data collection in 2017 will be on SLOs 1, 3, and 5 in the summative courses.

  *Action Taken:* history faculty will determine which formative courses to assess for 2017 when we meet during the early fall, 2016.

As our discipline’s program review is scheduled for 2017, history faculty may, at that time, elect to replace one of our SLOs (possibly SLO 2, Assess the importance of historical context) with a new SLO that focuses on the issue we have identified as a concern, i.e. devising an appropriate research question. A new possible for Outcome #2 might be: Create research questions appropriate for an advanced research topic. *Action Taken:* Discussion of this issue is tabled until fall, 2017.
Colorado Mesa University
History Program Review
External Review Report
by
Kim Klimek
Introduction

On a recent site visit to Colorado Mesa University, I had the pleasure of reviewing the History department. Speaking with students, alumni, administration, staff and faculty demonstrated the high quality of the department as a whole.

Several areas of notable recognition:

- Faculty’s dedication to students and their learning
- Assessment practices within the department
- Faculty scholarship and community outreach

Several areas also stood out as areas for improvement:

- Enrollment within the department
- Diversification of faculty and course offerings
- Institutional support of the department

I welcome the opportunity to review this program and will provide any additional information as might be needed.

Recognitions

The Department demonstrates a sincere commitment to the mission of the university, by educating a diversity of students, by offering them a plethora of courses that engage them academically and personally. Faculty work directly with students to engage them in critical thinking and powerful writing and speaking skills. The smaller course enrollments allow the department to connect directly with students, offering CMU students a unique opportunity to learn from highly talented professors. Faculty continue to value the university’s mission by advising students in the Essential courses, majors, and minors. Students repeatedly spoke of the close mentoring their history professors provided and what a difference the personal contact made for their university days, and beyond.

The department prides itself on exceeding the Institutional Learning Outcomes set by CMU. Professors demonstrate this commitment to the University mission by encouraging students to engage with their learning, by offering critical advice on thinking and writing like a historian to every student in every course, not just to students in upper-division courses and not just to majors.

10 people, both current and former students, responded to questions for about 1.5 hours on the review day. On the whole, students praised the History department for their passionate professors and interesting classes. Several students commented that professors in the department were accessible, both inside and outside of the classroom setting. A common refrain was that students felt “heard” within the department – they felt faculty took their education, their comments, and their lives seriously, treating them as adults and “historians-in-training.” Alumni praised their education, particularly the two current secondary education teachers, who felt very well prepared by their
department to teach. Two classes in particular stood out to students, 202 and 404. These classes were called “challenging, “fun” and several students said, “I learned a lot in that class.”

The department offers majors and minors with a variety of structure for students. The major, with 51 hours, includes core courses and electives in European, US, and World history. The majority of the courses are upper-division, which allows for a degree of specialization for the student. Minors, at 24 hours, include both a traditional minor and the Public History minor. Both the majors and the minors are reasonable and achievable for students. Many universities farm out their lower-division core courses to affiliate faculty, but faculty at CMU continue to teach core courses, and class sizes of 55 show the dedication all the faculty have to the success of students at CMU. The number of faculty teaching the “Maverick Milestone” course also shows how important undergraduate education is to the department.

The department plays a major role in the Teacher Licensure program, offering a Secondary Education major, which includes 24 hours of specialty courses for aspiring middle and high school teachers. Alumni who are current teachers attest to the rigor and use of this particular major.

The History department’s focus on good teaching is easily seen in their assessment practices. In fact, the CMU Assessment team raved about the History department as a whole, saying that the department was a “shining star in the university.” The Department’s Essential Learning Outcomes follow the AACU guidelines, which allow for the department to compare itself to other AACU-rubric using departments in the United States. The ELOs are assessable and the curriculum in the department aligns well with the ILOs and the ELOs.

The department has also worked well to “close the loop” on assessment, by allowing their assessment date to effect change within the department. This last section of assessment, reflection and change, is the most difficult to complete, and it is a testament to the department that they have truly followed through and made substantive changes. The addition of HIS 396: Junior Seminar in Historiography was a response to collected data. The course also received praise from students and alumni, who felt the course challenged them as students and aided their paths to becoming historians.

The faculty at CMU are notable for their commitment to their students and to their own scholarship. The outpouring of scholarly articles, books, and presentations by CMU history faculty shows their dedication to their respective fields. Five books, six book chapters, twenty articles, and forty presentations in the last cycle show that these prolific faculty respect and honor their commitments as scholars, as well as those of the teaching profession. They are to be commended for this, especially considering the heavy teaching and advising role they also relish and succeed in. In this, they model their loyalty to their students and undergraduate education.

Their commitment to teaching content and skills is evident in the highly qualified and well-spoken alumni. The faculty understands the important of engaging the community, as evidenced by the Holocaust Awareness Series and other speakers for on-campus and community members. The presentations by students at Phi Alpha Theta conferences
Faculty also demonstrate their dedication to the university by participating in campus life and academic support roles. Faculty populate university committees and assume leadership positions on those committees, providing valuable service and advice to the university.

The egalitarian nature of the department should also be commended. In discussions with students and faculty alike, no one made a singular difference between tenure-line and affiliate faculty, with one exception. That exception was for tenure-line faculty to praise their affiliate peers for their own professional and outstanding teaching, scholarship, and service. In a climate that often denigrates “part-time” or “adjunct” faculty, the mood at CMU was refreshing and notable.

Recommendations

History departments all over the United States are facing declining enrollments, for a variety of reasons (emphasis on STEM disciplines and vocational education, from K-12 to the post-secondary institutions). The department recognizes their declining enrollment as being similar to larger statistical trends. Department leadership encourages faculty to promote the department and urge students to register for majors and minors in history. Enrollment is fairly commiserate with other universities of this size, with lower-division courses in the 50s, and upper-division courses in the high teens. The department struggles with issues that plague departments across the nation: how to convince students, parents, and administrators that history study gives students the important tools they will need to succeed in the 21st century.

Marketing the major and minor to like-minded departments may assist in growth. Faculty in English, Social Work, Political Science, Economics, and the hard sciences and mathematics are important allies in reaching new students for the department. The department has already begun this work by reaching out to Political Science and the “restricted electives.” The creation of new courses that may entice students of the sciences may also boost enrollment (The History of Science and Technology, for example). A new course or two would work nicely in conjunction with the 410: Environmental History and 344: The Age of Industry to create a “mini-minor” for students and may encourage students to opt for a liberal arts minor with the science/engineering/math major. Minors and “mini-minors” are a great way to get students into department courses. The minor in Public History is an important step in this direction. Few universities in Colorado offer such a minor; in fact, most Public History programs do not begin until the Master’s level (CU, CSU). The Public History minor at CMU offers students an education in a vocational arena of historical study, for entry-level positions in many public and private organizations around the state and country. Increasing the visibility of this minor around campus and marketing it to students and local organizations would be helpful.

2 https://historynewsnetwork.org/article/164811
3 https://www.humanitiesindicators.org/content/indicatordoc.aspx?id=252
Grouping courses can show students how particular classes can aid their majors, even without them committing to a minor. 131, 315, 316, 310, 342, 406 create an 18-credit section on Early US and Indigenous Cultures. 301, 302, 303, 400, 371, 334, 403, 332 create a section on the Modern World. Although these courses need not be taken as-is, just showing students the possibilities often aids in them registering for courses.

Another important step the university and department could make to boost enrollment is marketing the major to women and underrepresented minority students (the two groups least likely to receive a degree in history). Over 50% of CMUs students are women and more than 24% of CMU’s students are from ethnically diverse backgrounds. Hispanic students currently account for 15% of the population at CMU, with projected rates reaching 25% of all students by 2024. Curriculum in women’s history, Latin American history, and other non-Western areas may entice students to the department.

Increasing course diversity is an important step. The department should consider increasing courses in Latin American and Indigenous Peoples history, especially considering the growth of Latinx and Hispanic students at CMU. An additional faculty member teaching Latin American history would be a welcome addition to this department. History teachers at the Secondary Education level increasingly teach World and Latin American components in their courses. Since Secondary Ed is a primary focus of the History department’s, increasing courses in those disciplines aids current students and future teachers.

Since the last Program Review, the department has increased its World History offerings. It may behoove the department to reconsider reforming their Western Civilizations Core courses into World history and/or Western Civilization courses. Increasing the Core course offerings by including courses that may be of particular interest to the changing demographic of CMU may allow for more, and varied, students in the History department. Additionally, more universities are moving away from the traditional model of Western Civ./American Civ. courses to more topical and world-centered courses. Several faculty members currently teaching at CMU have expertise to offer additional courses in the World arena.

The university should fully support the department’s minor of Public History. This important minor paves the way for students to gain real-world experiences (with the internship) and allows them a head-start on a career, both inside and outside the traditional fields for historians. Maintaining a faculty member who teaches public history is vital to this minor. The minor could be broadened by

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https://www.humanitiesindicators.org/content/indicatordoc.aspx?id=252
7 http://ncph.org/what-is-public-history/about-the-field/
removing a course on Western Civilizations and adding courses specific to the American West (including Latin American/Indigenous History). Pairing with Archeology/Cultural Resource Management/GIS/Sustainability could be helpful.

Faculty in Public History, Latin American history, and World history are needed for the department to realize its full potential as the preeminent university in the Western Divide – the closest universities to Grand Junction (those in Salt Lake City, Denver, and Laramie, WY) all include faculty in Latin American history, Native American history, World history, and Museum Studies or Public History. Adding faculty with expertise in these arenas would increase the offerings of the department and add important knowledge to the university community. Seeking diverse candidates would also aid the department and the students at CMU.9

Of course, all this marketing will require the full support of the administration at all levels at the university. The department must be seen as a respected and their courses as valuable – doing this allows for faculty in other departments to suggest history as an important addition to students’ study.

The program must receive full institutional support of the Department of Social and Behavioral Science, as well as that of the university as a whole. While outside forces denigrate the humanities and liberal arts at every step, it is up to the administrations to take firm stands in support of the departments that form the backbone of our intellectual system. Without the knowledge and skills provided by history departments and their faculty, students are denied a fundamental way to search for and create critical analyses of the world we live in.10 Students need the development of critical thinking skills promoted by historical and liberal arts knowledge for the common good of society.11 By vocally supporting the department and the Liberal Arts in general, the university takes a clear stand for the intellectual development of their students and their communities. Further, by investing in faculty and courses, the university solidifies itself as the preeminent university in Western Colorado.

The History department should be held up as the outward face of the University, especially as they relate to the assessment practices of the university. The department regularly meets or exceeds all the Essential and Institutional Learning Outcomes and, as such, their curriculum meets every marker set by the university as vital for their students. Students, parents, and peers should see the department as a core component to education at CMU. Additionally, History teaches marketable and important skills needed for today’s quickly changing career landscape.12 The skills of critical thinking, analysis of primary and secondary sources, creation of strong arguments based on the best evidence, and presentation of those arguments to a wide and varied audience are just some of the important skills the field of history trains students in. Humanities educations challenge students to

10 http://time.com/4920389/bowdoin-college-liberal-arts-education/
11 https://www.forbes.com/sites/willarddix/2016/11/16/a-liberal-arts-degree-is-more-important-than-ever/#123d6339f2
12 https://www.insidehighered.com/views/2017/10/06/importance-liberal-arts-transforming-lives-essay
think about ethics, morality, and historical patterns; these skills are vital in tech and business, where few people today think about the human consequences of their decisions. The History Department at Colorado Mesa is well equipped, with some minor changes, to meet the demands of the 21st century, teaching the valuable lessons of the past while training students in the art of thoughtful and reasoned analysis.

Kim Klimek
Associate Professor
Metropolitan State University of Denver
Table 3. Executive Summary Template for External Reviewer’s Observations

<table>
<thead>
<tr>
<th>Program Review Element</th>
<th>Check the appropriate selection</th>
<th>Provide explanation if not agree with element and/or why unable to evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Not Agree</td>
</tr>
<tr>
<td>The program’s self-study is a realistic and accurate appraisal of the program.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The program’s mission and its contributions are consistent with the institution’s role and mission and its strategic goals.</td>
<td>X</td>
<td></td>
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<tr>
<td>The program’s goals are being met.</td>
<td>X</td>
<td></td>
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<tr>
<td>The curriculum is appropriate to the breadth, depth, and level of the discipline.</td>
<td>X</td>
<td></td>
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<tr>
<td>The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.</td>
<td>X</td>
<td></td>
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<tr>
<td>Student demand/enrollment is at an expected level in the context of the institution and program’s role and mission.</td>
<td>X</td>
<td></td>
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<tr>
<td>The program’s teaching-learning environment fosters success of the program’s students.</td>
<td>X</td>
<td></td>
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<tr>
<td>Program faculty members are appropriately credentialed.</td>
<td>X</td>
<td></td>
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<tr>
<td>Program faculty members actively contribute to scholarship, service and advising.</td>
<td>X</td>
<td></td>
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<tr>
<td>Campus facilities meet the program’s needs.</td>
<td>X</td>
<td></td>
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<tr>
<td>Equipment meets the program’s needs.</td>
<td>X</td>
<td></td>
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<tr>
<td>Instructional technology meets the program’s needs.</td>
<td>X</td>
<td></td>
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<tr>
<td>Current library resources meet the program’s needs.</td>
<td>X</td>
<td></td>
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<tr>
<td>Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.</td>
<td>X</td>
<td></td>
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<tr>
<td>Program faculty members are involved in on-going assessment efforts.</td>
<td>X</td>
<td></td>
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<tr>
<td>Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.</td>
<td>X</td>
<td></td>
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<tr>
<td>The program’s articulation of its strengths and challenges is accurate/appropriate and integral to its future planning.</td>
<td>X</td>
<td></td>
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</tbody>
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