

**BACONE COLLEGE  
OFFICE OF ACADEMIC AFFAIRS  
DRAFT ONE**

**New Program Proposal**

1. Introduction: The BA in Liberal Arts at Bacone College is a four-year program requiring 124 hours of study, including 36 hours in core curriculum, 12 in Liberal Arts guided electives, 13 in core liberal arts courses, 24 credits in discipline concentration and 39 credits drawn from three areas of concentration related to the major, including social sciences, humanities and language. The BA in Liberal Arts conforms to Bacone College's mission statement, particularly to the study and understanding of indigenous peoples and culture and the roots of Christianity in Western Tradition.
2. The primary aim of this degree is to develop in the student a capacity for critical thinking vis-a-vis a course of study both broad enough to foster a healthy curiosity for different ideas that have shaped our Western civilization and focused enough to provide valuable lifelong knowledge that can be applied in any professional situation. This course of study aims to introduce the student to the world of Liberal Arts -- its history and philosophy, its place in (past and present) human society. The study of the Liberal Arts (philosophy, literature, language, the Arts, history, social sciences, natural science) provides students with a broad knowledge of how great thinkers over time have approached the world's compelling concerns.
3. Rationale:
  - A. (Logic of Study in the Discipline): Under the Liberal Arts umbrella degree will be various concentrations in other disciplines, including History. Despite History bad rap in this age of technology History is, and has always been, a viable course of study. And the outlook is good and getting better. Nowadays employers are looking to hire History majors because these applicants bring a set of skills that businesses need. Among them:
    - (1) **Communication skills:** In a recent survey, employers rated the "ability to verbally communicate with persons inside and outside the organization" as the most important candidate skill. Communication is at the heart of any business;
    - (2) **Writing Skills:** a Metlife survey found that 97 percent of business executives rate writing skills as very important. History like English majors, are trained to write well. A major part of what business owners do to gain clients has to do with writing;

(3) **Researching Skills:** business people need to have absolute accuracy in any communications with clients rendering those who excel in conducting research a very viable asset. (4)

**Critical Thinking Skills:** The ability to analyze issues and question assumptions is essential to business of any stripe; History majors are adept at deconstructing and analysis, and then to package their findings into understandable terms; (5)

**Empathy:** More and more, businesses are recognizing the importance of empathy in the workplace; History majors have a major advantage.

B. Market/Needs Analysis: The trend of employers looking for both field-specific skills and broad skills indicates that employees who combine a Liberal Arts major—especially a History major—with another major degree, such as business, science or technology, will have a competitive advantage. As far as financial trends, a study from Pay Scale Inc. highlights fourteen types of jobs, paying \$60,000-plus, particularly suited for History majors. While eight involve traditional editing, writing and public relations, the rest appear in newer fields with a high-tech twist. It turns out that even the digital economy needs people who are good with words.

4. Program Mission Statement, Goals and Outcomes: A Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change.

A) It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest.

B) A liberal education—including, for example, philosophy, art and sociology—educates the whole person, and prepares students to excel in a range of careers and, most importantly, live lives rich with meaning and purpose.

C) It seeks to develop free human beings who know how to use their minds and are able to think for themselves.

D) Its primary aim is not the development of professional competence, although a liberal education is indispensable for any intellectual profession.

E) Specific to Bacone College, the History concentration includes mandatory American Indian Literature and The Bible as Literature classes as well as options in a proposed course in Navaho language and American Indian Film studies, both new courses.

## 5. Indicators of Success

- a. Track Retention Rate (after 3 years)
- b. Track Graduation Rate (5-6 years)
- c. Capstone Experience
- d. Other

## 6. Curriculum

Intended Student Learning Outcomes for Bachelor of Arts in Liberal Arts Concentration in History Program	
1.	You will be trained to think and write critically about history. Preparing you for a wide array of careers including teaching, law, government service, business, medicine and research
2.	Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3.	Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;
4.	Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5.	Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.
6.	Students will feel confidence as they leave the institution to move either into a career path or into graduate education

Assessment Tools for Intended Student Learning Outcomes for Bachelor of Science in Business Administration Program — Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Successful completion of the Capstone Experience	90% of students attempting will successfully complete
2. Comprehensive Exam	90% of students attempting the comprehensive exam will achieve a score of 70% or higher
Assessment Tools for Intended Student Learning Outcomes for Bachelor of Arts in	Performance Targets/Criteria for Indirect Measures:

the Liberal Arts with a concentration in History Program — Indirect Measures of Student Learning:	
1. Graduate Surveys	Student survey results will indicate 80% or higher of students feel either capable or extremely capable of success in either a business environment or graduate school.
2. Alumni Surveys	Bacone College has proven them to be either capable or extremely capable of success in either a business environment or graduate

**Bacone College**  
**Bachelor of Liberal Arts Degree – Concentration in History**

Student \_\_\_\_\_ Advisor \_\_\_\_\_

Course Placement Guidelines - English					
Grade COMPASS	Semester	Course #	Course Name	ACT	SAT
_____	_____	ENG 0113	Intro to Composition	17 or below	440 or
below 69 or below		ENG 1113	English Composition I	18+	450 or
above 70-100					

Course Placement Guidelines - Math					
Grade	Semester	Course #	Course Name	ACT	SAT
_____	_____	MTH 0125	Introductory Algebra	19 or below	470 or
below		MTH 0223	Intermediate Algebra	20-21	480-
510		MTH 1513	College Algebra	22+	520+

Bacone General Education Requirements (36)			
Grade	Semester	Course #	Course Name
_____	_____	CLE 1103	First Year Seminar
_____	_____	AIS _____	American Indian Studies course (3 hours)
_____	_____	ENG 1113	English Composition I (Grade of "C" or better)
_____	_____	ENG 1213	English Composition II (Grade of "C" or better)
_____	_____	HIS _____	U.S. history course (3 hours)
_____	_____	HPE 2112	Personal Health
_____	_____	AES _____	Aesthetics
_____	_____	LOGIC 3213	Introduction to Critical Thinking and Informal Logic
_____	_____	MTH 1513	College Algebra
_____	_____	REL _____	REL 1003, or REL 1013, or REL 2253
_____	_____	SPC 1713	Speaking and Thinking Critically
_____	_____	_____	BIO 1114 or CHM 1364 or GPS 1114

Liberal Arts Guided Electives (12)			
Grade	Semester	Course #	Course Name
_____	_____	ART, LIT, HIS	_____ (3 hours)
_____	_____	AIS, CJS, BUS	_____ (3 hours)
_____	_____	PSC, PSY, or SOC	_____ (3 hours)
_____	_____	ENG or LANG	_____ (3 hours)

Liberal Arts Major Concentration (13)			
Grade	Semester	Course #	Course Name
_____	_____	LAB 1113	Great Ideas of Western Civilization
_____	_____	LAB 2113	Great Ideas in Philosophy, Literature, Social Sciences
_____	_____	LAB 2123	Great Ideas in Philosophy, Literature, Social Sciences
_____	_____	LAB 4994	Capstone in Liberal Arts

<b>History Concentration Requirements (24)</b>
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Grade	Semester	Course #	Course Name
_____	_____	Hist 2013	US Civilization II
_____	_____	Hist 2333	Western Civilization II
_____	_____	Hist. 2633	History of American Religions
_____	_____	Hist 2883	Histography
_____	_____	Hist 3113	American Social History
_____	_____	Hist 3123	Native American History II
_____	_____	Hist 3693	Special Topics in American History
_____	_____	Hist 3213	American Labor History

**Liberal Studies Disciplines**  
**(39)**

Grade	Semester	Course #	Course Name -- Up to 15 hours from each of
<b>Four Areas of Study:</b>			
_____	_____	_____	<b>Area 1: English, Drama, Language, or Literature</b>
_____	_____	_____	Up to 15 hours half which are 3000-level or above
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	<b>Area 2: Visual and Performing Arts, COM</b>
_____	_____	_____	Up to 15 hours, half which are 3000-level or above
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	<b>Area 3: Humanities and Social Sciences I: AIS,</b>
_____	_____	_____	Up to 15 hours, half of which 3000-level or above
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	<b>Area 4: Human, Soc Sciences, Misc: CJS, BUS,</b>
_____	_____	_____	Up to 15 hours, half of which 3000-level or above
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
<b>Proof of Computer Literacy</b>			
_____	_____	CIS 2113	Information in Modern Society, or
_____	_____	_____	Other Computer Course, or
_____	_____	_____	Test out Date, or Met by HS Transcript Computer
Course			

**CAAP test taken** \_\_\_\_\_ **(required after 60 hours – no credit)**

Advisor Check done by \_\_\_\_\_ Date \_\_\_\_\_

Total Hours Completed \_\_\_\_\_ Required courses needed after current semester

Current Enrollment (Hrs) \_\_\_\_\_

Hrs needed after current semester \_\_\_\_\_

**\*\*A minimum of 124 credit hours and 2.25 CGPA are required to graduate. All ‘Degree Requirement’ courses must have a grade of C or better. CAAP test must be taken prior to graduation.\*\***

## 7. Course Sequencing -- ENG COURSES FOR CONCENTRATION:

### **United States Civilization II** : Hist. 2013 (3 Credit Hours)

This course introduces the student to American Civilization post American Civil War. It covers the period from 1870-1979 No Prerequisite:

### **Western Civilization II** Hist. 2333 (3 Credit Hours)

The second half of Western Civilization I Covering the Age of Exploration to the beginnings of the Cold War. Prerequisite: Completion of English 1213 Composition II .

### **History of American Religions** 2633 (3 Credit Hours)

This course surveys the development of religion in North America from the Precontact Period to the end of the American Revolution, with an emphasis on the transplantation and evolution of European Christianity. Topics covered include American Indian and African religions as they developed in contact with missionizing Christianity in the colonial and early national contexts, the influence of Protestantism on American identity, the religious justifications for slavery, the First Great Awakening, issues pertaining to religious tolerance and the separation of church and state under the Constitution. Emphasis will be placed on the tension between established churches and “dissident” denominations and sects, the religious experience of African Americans, and how American Indian religions changed as a result of Christian missionary efforts and the impact of colonialism.

### **Historiography:** Hist. 2883 (3 Credit Hours)

This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians

**American Labor History.** Hist. 3213 (3 credits) Introductory survey covering the major changes in the nature of work, the workforce, and the institutions involved in industrial relations from the late 19th century to the present. Outcome 1: Students will develop a firm understanding of some of the major historical themes and general discourses shaping U.S. labor relations throughout the nineteenth and twentieth centuries. Outcome 2: Students will learn to examine the sources and consequences of change in labor relations over time within the context of the broader patterns and issues of American political, social and economic history. Outcome 3: Students will learn to think about work, class, and the economy as fluid concepts that are shaped by diverse perspectives and interests, and influenced by race, gender, and national identity. Outcome 4: Students will learn to evaluate the evolving actions of workers, labor unions, employers, and the American public to establish government policies for regulating labor relations. Outcome 5: Students will develop key methodological and analytical tools for historical research and writing in a clear and critical manner.

### **American Social History History 3173** (3 Credit Hours)

A survey of social history, focusing upon the American experience. The course explores changes in the family, work, sex roles, mobility, migration, urbanization, and industrialization.

**Native American History II History 3123**

The purpose of this course is to present a survey of American Indian history from the 1870s to the present, highlighting the processes by which Europeans and Euro-Americans dispossessed the various Indian nations of their land and identities, as well as the Indians' efforts to adapt to rapidly changing circumstances. The dynamics of contact, conquest, interrelationship, accommodation, assimilation, and resistance is ongoing, and will be examined from both Indian and non-Indian perspectives (though far greater weight is given to the former). The means by which Indians have preserved their identities and cultures is the keynote to the course, rather than emphasizing the many tragic aspects of their histories.

**Special Topics in History. Prerequisite:** ENGL 1113 and 1213 Freshman Composition I and II and/or instructor permission.

8. Course Descriptions (Identify New Courses in Italics):

Great Ideas of Western Civilization

Exploring Great Ideas in Philosophy, Literature, Social Sciences

Exploring Great Ideas in Philosophy, Literature, Social Sciences

Capstone in Liberal Arts

9. Faculty Assignments/Load

10. Income and Expense Budget/Facilities Issues

a. Proposed Three-Year Income and Expense Budget

i. Library Acquisitions and/or Special Equipment Facility Needs

b. Proposed Classroom Assignments/Needs List