

# **PROGRAM REVIEW**

**Bachelor of Arts in History  
&  
Bachelor of Science in History**

**Fairmont State University**

**2009**

## Summary

The History Program draws upon a broad curriculum that encompasses regional, national and international history, as well as special topics such as the revolutions in history and diplomatic history. The History Program offers two types of majors. The Bachelor of Arts Degree has the traditional emphasis on language skills, especially through study of a foreign language. It is a good choice for students thinking about postgraduate study. The Bachelor of Science degree develops basic capabilities in statistics and computer science. It is a good choice for students interested in the modern science approach to historical understanding.

The history program has grown over the past five years. The number of majors has increased from 39 to 65. The number of graduates has increased from 7 to 13 over the past five years.

Unfortunately, with the growth of the program there are some concerns. The program has two faculty members that are classified as temporary. Also, the fourth faculty member is actually employed by Pierpont Community College even though he teaches 10 courses for the University per academic year. Therefore, there is only one full-time tenured faculty member for a program that provides numerous services courses and has 65 majors. The program is hopeful that the two temporary positions will be advertised and filled as tenure-track positions next academic year. The program also would like the Pierpont Community and Technical College position to become a tenure-track faculty position with the University.

Another area of concern is about the off-campus courses offered. Even though the University shares four of the history courses with Pierpont Community and Technical College (American History I and II, World Civilizations I, II, and III), Pierpont Community and Technical College hires instructors to teach courses in the off campus branches. This is not coordinated with the College of Liberal Arts or the full-time faculty members.

The history program has made and continues to make great strides in the assessment area. The history program and Fairmont State University now document assessment materials on a computer program known as TaskStream. This program provides an archive for program documentation, and a database for program analysis and improvement. A review of the programs' outcomes and assessments along with all course outcomes and assessments has occurred over the past two years.

# **Program Review**

## **Fairmont State University**

**Program:** Bachelor of Arts in History  
Bachelor of Science in History  
**College:** Liberal Arts  
**Date:** April 30, 2009

### **Program Catalog Description:**

Every person, every place, everything on earth has a history, a story of its past, that can help us understand human existence and human behavior. The History Program's major and minor draw upon a broad curriculum that encompasses regional, national and international history, as well as special topics such as the revolutions in history and diplomatic history. The History Program offers two types of majors. The Bachelor of Arts Degree has the traditional emphasis on language skills, especially through study of a foreign language. It is a good choice for students thinking about postgraduate study. The Bachelor of Science degree develops basic capabilities in statistics and computer science. It is a good choice for students interested in the modern science approach to historical understanding.

The great advantages of historical study are:

- 1) Emphasis on developmental and evolutionary aspects of human experience.
- 2) Examination of many different fields of human activity.
- 3) Use of insights and methods of many other fields.

Students completing a bachelor's degree in history may enter professional practice in academic history (teaching and writing), public history (archives and special research, consultancy) or publishing (print, electronic, film and television documentary). The history major also provides excellent preparation for careers in law, government, politics, foreign service, historical preservation and journalism.

### **VIABILITY (4.1.3.1)**

### **ENROLLMENTS**

#### **Applicants, Majors, and Graduates**

Admission requirements for history majors are the same as those for all bachelor's degree programs. Applicants must be graduates of approved high schools who have a 2.00 high school grade point average (GPA) and a minimum composite score of 18 on the Enhanced American College Test (ACT) or 870 on the Scholastic Aptitude Test (SAT) or at least a 3.0 high school GPA and SAT or ACT test scores. Applicants must also satisfy the following minimum high school requirements:

### Required Units (years)

- 4 English (including courses in grammar, composition, and literature)
- 3 Social Studies (including US History)
- 4 Mathematics (three units must be Algebra I or higher)
- 3 Science (all courses to be laboratory science)
- 1 Arts
- 2 Foreign Language (two units of the same foreign language)

Please See Appendix A for enrollments of History majors and graduates.

### **Program Courses**

The Bachelor of Arts degree and Bachelor of Science degree requires 128 semester hours with a 2.0 grade-point average for graduation.

All B.A. students must complete 45 semester hours of history courses, 42 semester hours of general studies requirements, 12 hours of foreign language requirements, 26 hours of free electives, and an additional requirement of 3 hours.

All B.S. students must complete 45 semester hours of history courses, 42 hours of general studies course requirements, 12 hours of additional requirements, and 29 hours of free electives.

The History program has 18 hours of required history courses for both the B.A. and B.S:

- HIST 1107 United States History I
- HIST 1108 United States History II
- HIST 2211 World Civilizations I
- HIST 2212 World Civilizations II
- HIST 2213 World Civilizations III
- HIST 4498 Senior Seminar

Majors are also required to take 27 hours of advanced level (3300/4400) electives from the following:

- HIST 3301 History of Intelligence and National Security
- HIST 3320 West Virginia History
- HIST 3310 Diplomatic History of the United States
- HIST 3315 Colonial America
- HIST 3316 The Early Republic
- HIST 3317 Civil War and Reconstruction
- HIST 3318 Gilded Age to the Great Crash
- HIST 3319 Recent America

- HIST 3333 Social History of the American Woman
- HIST 3344 African American History and Culture
- HIST 3351 History of England
- HIST 3352 History of Russia
- HIST 4405 History of Africa
- HIST 4410 History of Asia
- HIST 4420 History of Latin America
- HIST 4425 Medieval Europe
- HIST 4428 Renaissance and Reformation
- HIST 4429 Age of Absolutism
- HIST 4430 19<sup>TH</sup> Century Europe
- HIST 4431 Recent Europe
- HIST 4455 Revolutions in History
- HIST 4475 Philosophy of History
- HIST 4499 Special Topics

Additional requirement for BA and BS in History (3 hours)

ENGL 3322 Narrative and Descriptive Writing

OR

ENGL 3333 Writing Non-Fiction

Additional Requirements for BS in History (3 hours)

SOCY 2240 Nonparametric Statistics

OR

PSYC 2240 Statistics

AND

Social and Behavioral Sciences (6 Hours of Electives)

Please see Appendix B for information on history program course enrollments.

### **Service Courses**

The history program serves the B.A. and B.S. curriculum by offering the following service courses: US History I, US History II, World Civilizations I, World Civilizations II, and World Civilizations III. The National Security and Intelligence Major requires five history courses including US History I, US History II, World Civilizations III, History of Intelligence and National Security, and Diplomatic History. In addition, a number of History courses are either required or recommended as electives in a number

of other programs such as Education, Nursing, Criminal Justice, and National Security and Intelligence.

Please see Appendix B for enrollments of service courses.

### **Off Campus Courses**

During the past five academic years, 164 sections of history have been offered in off-campus locations. They were introductory-level service courses (US History I & II; World Civilization I, II, III). Most were presented at the Caperton Center and the remainder was offered at other sites in the service area (Barbour, Monongalia, Lewis, and Randolph). The full-time faculty recognizes the necessity of offering off campus courses; however, there is concern about the coordination of the instruction. The faculty would like to have direct input concerning the credentials of the adjunct faculty who teach off-campus.

Please see Appendix C for information on enrollment of off-campus History courses.

### **Cost/Student Credit Hour**

The direct cost to the institution per instructional credit hour averaged for all programs in the College of Liberal Arts is \$196.76. This is the lowest of all academic units in the University. Data is not available as to the cost per individual program credit hour.

The History program, as a component of the Department of Social Sciences, shares with its sister programs (Criminal Justice, National Security and Intelligence, Political Science and a minor program in Philosophy) in the department's financial resources. The facilities needed by a history program (beyond adequate library resources) are traditionally modest: lecture halls, chalk boards, maps and LCD projectors. Because of the "information age", the classrooms used by the Social Sciences Department are equipped with wireless internet access. A laboratory with twenty-one multi-media computers is now available as a classroom. There is also a "mobile lab" available that can transport twenty computers into any classroom. All history faculty offices are equipped with desktop computers and printers. The history faculty are "computer literate" and use the computer via email and BlackBoard Vista Learning to communicate with students.

Please see Appendix D for Instructional Costs per Unit compared to Total Institution Costs.

## **General Studies Requirements Met**

**Please see Appendix E** for General Studies Requirements. It should be noted that the General Studies Curriculum at FSU is currently under revision.

### **Assessment Requirements**

Since the last Program Review process, the History Program has worked toward developing a sound assessment plan and, although far from complete, much progress has been made. The Desired Profile of a FSU History Graduate has been agreed upon (**See Appendix F**), Core History Program outcomes(**see below**) and individual course outcomes, assessments and satisfactory performance standards have been developed for the two U.S. History courses and the three World Civilizations courses (**See Appendix G**).

### Core History Program Outcomes

Students who complete the degree will be able to:

- 1) Demonstrate a general knowledge of United States and World History.
- 2) Demonstrate the ability to think critically and analyze primary and secondary historical materials.
- 3) Demonstrate the ability to communicate effectively in both written and oral forms. Possess the ability to understand historical debate and controversy.
- 4) Possess an understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires serious examination of values of that time.
- 5) Demonstrate a knowledge of geography as it relates to history.
- 6) Possess an understanding of how society, economics, international relations, culture and politics combine to have an impact on history and its creation.

The educational goals of the program, while ultimately humanistic, employ methods that are objectively measurable, reflecting a position that factual knowledge and analytical skills are prerequisite to any broader application of historical study. Students regularly receive reading assignments in the textbooks, and they meet for 150 minutes per week for lectures or discussions about instructor-selected subjects that arise in their readings. During both textbook readings and lecture-discussion, students are encouraged to take concise, summary-style written notes to use in preparing for written examinations which are administered about every third to fourth week.

This meets the goal of offering an effectually analytical approach to the rapid, massive flow of historical information in both text book and lecture, so that students understand by explanation, discussion, and review how to identify theses and major arguments, principle personages, and key events, as distinct from supportive argumentation, illustration, oration, or embellishment. Students also begin the lengthy process of developing sensitivity to the evidential sources of historical knowledge and the textual-rhetorical character of historical exposition-sensitivity that emerges as a principal focus

in advanced courses. The more advanced courses are supplemented with an introduction to the use of historical authorities, documents, and other evidence, and the acquisition of bibliographical skills.

The outcomes are measured through written examinations, quizzes, essay-style questions, critical book essays, written text book summaries, oral questions, and exploratory papers. Part of the assessment rests on an assumption that both factual knowledge and its analysis are being tested in “objective “questions, while opportunities for essay are also afforded so that students can demonstrate their insights in written form. It is unlikely that “canned” multiple choice questions can suffice because of their failure to reinforce individual course content and because simplistic judgments they typically require. In the objective sections, structured arrays of true-false, multiple choice, association, and completion questions, constructed by each course instructor, are plainly preferable. The essay sections of hourly and final examinations normally present a question that cannot be fully answered with a memorized recitation but requires reference to analytical principles employed in the course textbook or lectures.

For advanced survey courses emphasis is placed on proof of research, writing and oral reporting capabilities. Instructors in such courses often find that interactive demonstration of historical problem solving is an excellent way to teach factual materials while developing students’ skills at analysis and written or verbal presentations.

The history program continues to make strides in the assessment area. The history program and Fairmont State University now document assessment materials on a computer program known as TaskStream. This program provides an archive for program documentation, and a database for program analysis and improvement. A review of the program outcomes and assessments, along with course outcomes and assessments, has occurred over the past two years.

The history program is considering the adoption of a history major field test developed by ETS. This is a nationally developed test that will provide objective evidence that students majoring in history are indeed meeting the student learning outcomes for the program. This test will also assist the history program in measuring and demonstrating the educational quality of the program.

### **Adjunct Use**

The History program on the main campus at Fairmont State University had twenty two adjunct courses taught over the past five years.

Please see Appendix H for adjunct usage both on and off campus.

### **Retention Rates**

History program has made strides in increasing retention as evidenced by the increased number of majors and graduates.



Please see attached appendix A.

**Previous Program Review Results**

The results of the history five year program review submitted on March 25, 2004 resulted in a recommendation to continue the program with corrective action. The corrective measure specifically focused on assessment. The program now has the program outcomes, assessments and completion standards identified, and individual course outcomes, assessment methods, and successful completion criteria identified and stored in TaskStream. The program’s mission statement is in place as is the Profile of a FSU History Graduate. The program is currently working to establish an advisory board, which should be in place for Fall 2009.

**ADEQUACY 4.2.4.2**

**Program Requirements:**

General Studies (32-42)	38 hours
Major (32-65)	45 hours
Electives (min 21)	BA 30 hours BS 33 hours
Foreign Language	BA 12 hours
Additional requirement	BA 3 hours BS 12 hours
TOTAL (max 128)	128 hours

Please see Appendix D for specific requirements.

**Faculty Data**

Please see Appendix E for faculty data.

**Accreditation/National Standards**

Fairmont State University is accredited by The Higher Education Learning Commission and a member of the North Central Association, 30 North Lasalle Street, Ste. 2400, Chicago, Illinois 60602.

**NECESSITY 4.1.3.3**

**Placement**

The history major is primarily intended as a service program, leading to professional and

post-graduate education, or to personal development, rather than to employment. The necessity of having a history program is established by its interaction with other programs in the University curriculum, both inside and outside the liberal arts, and by its role in fulfilling the liberal and cultural aspects of the Fairmont State University Mission Statement. Nevertheless, Career Services in the Office of Student Affairs focuses on the development of career paths and employment needs for all students including history majors; information and assistance in obtaining internships and part-time employment is available as early as the beginning of a student's freshman year. When they are seniors, students are contacted to inform them of job placement services that can assist them in their career search. Such services include: job placement classes, computerized job referral, career resource libraries, on-campus recruitment for employment or graduate and professional schools, and resume and interview preparation.

### **Similar Programs in West Virginia**

The existence of a history program at West Virginia University is a strengthening factor, making specialized courses that Fairmont State University would find too expensive to match. Smaller institutions such as Salem University, Alderson –Broadus, West Virginia Wesleyan, Glenville, and Waynesburg (Pennsylvania) supply historical study in the same primarily service-based manner as Fairmont State University. Fairmont State University's students usually have a different socioeconomic background from private college students; they are reluctant or financially unable to seek a major in history elsewhere.

## **CONSISTENCY WITH MISSION 4.1.3.4**

The *Mission Statement* at Fairmont State University states that the institution “is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the welfare of all.” The cultural and intellectual aspects of regional development are rooted in history and require the kind of multicultural understanding to which historical study is essential. As a core discipline in the liberal arts curriculum, history contributes to the “responsible citizenry”. It also belongs to a wide range of programs without which the talents of non-traditional and first-generation university students “achieve their professional and personal goals” and “promote the welfare of all.”

**(See APPENDIX I for History Mission Statement)**

## HISTORY

### APPENDIX A

#### MAJORS AND GRADUATES BY ACADEMIC YEAR

(Available data)

AY 2004-2005 to AY 2008-2009

	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>AY 08-09</b>
<b>BA MAJORS</b>	9	25	27	28	31
<b>BS MAJORS</b>	30	23	19	25	34
<b>TOTAL MAJORS</b>	<b>39</b>	<b>48</b>	<b>46</b>	<b>53</b>	<b>65</b>
<b>GRADUATES</b>	7	5	9	7	13

**APPENDIX B**

**COURSE ENROLLMENTS BY SEMESTER**

(Available data)

**FALL 2004 – SPRING 2009**

<b>Courses HIST</b>	<b>Fall 2004</b>	<b>Spring 2005</b>	<b>Fall 2005</b>	<b>Spring 2006</b>	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Total</b>
<b>1107</b>	401	304	409	79	426	215	320	218	325	211	<b>2908</b>
<b>1108</b>	207	427	254	218	183	213	140	355	149	348	<b>2494</b>
<b>1199</b>		19	6	10							<b>35</b>
<b>2211</b>	93	153	179	59	139	89	138	120	138	115	<b>1223</b>
<b>2212</b>	126	106	83	55	105	101	62	64	75	72	<b>849</b>
<b>2213</b>	88	74	46	58	75	100	55	74	62	40	<b>672</b>
<b>3301</b>			25					48		1	<b>74</b>
<b>3302</b>	37	1	32		40	35		38	38	36	<b>257</b>
<b>3310</b>		24					40			4	<b>68</b>
<b>3315</b>	29		22		26						<b>77</b>
<b>3316</b>		23				14					<b>37</b>
<b>3317</b>		26				26			38		<b>90</b>
<b>3318</b>		15						31		33	<b>79</b>
<b>3319</b>		34				32		29	1	30	<b>126</b>
<b>3333</b>	24						19			24	<b>67</b>
<b>3351</b>		28									<b>28</b>
<b>3352</b>	26			15					20		<b>61</b>
<b>4405</b>										23	<b>23</b>
<b>4410</b>				19						19	<b>38</b>
<b>4425</b>							21				<b>21</b>
<b>4428</b>									20		<b>20</b>
<b>4431</b>	38	1	31		30		22	1	2	36	<b>161</b>
<b>4475</b>	1		18								<b>19</b>
<b>4498</b>	6		5		7		13		13	1	<b>45</b>
<b>4499</b>	2	9	17	18	60	26	40	21	19		<b>212</b>
<b>Total</b>	<b>1078</b>	<b>1244</b>	<b>1127</b>	<b>531</b>	<b>1091</b>	<b>851</b>	<b>870</b>	<b>999</b>	<b>900</b>	<b>993</b>	<b>9684</b>

Please see course names on next page.

<b>HISTORY COURSES</b>	
<b>1107</b>	United States History I
<b>1108</b>	United States History II
<b>1199</b>	Special Topics
<b>2211</b>	World Civilizations I
<b>2212</b>	World Civilizations II
<b>2213</b>	World Civilizations III
<b>3301</b>	History of Intelligence and National Security
<b>3302</b>	West Virginia
<b>3310</b>	Diplomatic and Military History of the United States
<b>3315</b>	Colonial America
<b>3316</b>	The Early Republic
<b>3317</b>	Civil War and Reconstruction
<b>3318</b>	The Gilded Age to the Great Crash
<b>3319</b>	Recent America Since 1941
<b>3333</b>	History of the American Woman
<b>3351</b>	History of England
<b>3352</b>	History of Russia
<b>4405</b>	History of Africa
<b>4410</b>	History of Asia
<b>4425</b>	Medieval Europe
<b>4428</b>	Renaissance and Reformation
<b>4431</b>	Recent Europe
<b>4475</b>	Philosophy of History
<b>4498</b>	Senior Seminar
<b>4499</b>	Selected Topics

**APPENDIX C**

**OFF-CAMPUS COURSES OFFERED**

**(Available data)**

**AY 2004-2005 to AY 2008-2009**

<b>COURSES</b>	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>AY 08-09</b>	<b>TOTAL</b>
<b>1107</b>	12	12	14	8	9	<b>55</b>
<b>1108</b>	10	11	12	8	11	<b>52</b>
<b>2211</b>	6	7	4	7	4	<b>28</b>
<b>2212</b>	4	5	4	3	3	<b>19</b>
<b>2213</b>	2	0	4	3	1	<b>10</b>
<b>TOTAL</b>	<b>34</b>	<b>35</b>	<b>38</b>	<b>29</b>	<b>28</b>	<b>164</b>

Please see course names on previous page.

**APPENDIX D**

**INSTRUCTIONAL COSTS PER UNIT  
(COLLEGE OF LIBERAL ARTS COMPARED TO TOTAL INSTITUTION)**

<b>Number of Organized Sections</b>	<b>Total Enrollment in Organized Sections</b>	<b>Total Credit Hours in Organized Sections</b>	<b>Number of Majors</b>	<b>Credit Hours Enrolled by Majors</b>	<b>FTE Majors</b>	<b>Direct Cost per Instructional Credit Hour</b>	<b>Direct Cost Per Student FTE Major</b>
610	15,117	45,016	1,079	23,690	789.67	\$196.76	\$3,766.70
Total Institution	Total Institution	Total Institution	Total Institution	Total Institution	Total Institution	Total Institution	Total Institution
2121	5521	126,695	5,801	118,699	3,956.63	\$367.51	\$4,310.08

## APPENDIX E

### GENERAL STUDIES REQUIREMENTS

#### **BACHELOR OF ARTS IN HISTORY = 128 hours**

History Curriculum = 45 hours

General Studies Requirements = 42 hours

Foreign Language Requirement = 12 hours

Free Electives = 26 hours

Additional Requirement = 3 hours

No Minor Required

#### **HISTORY CURRICULUM = 45 hours**

Required History courses = 18 hours

Advanced History Electives = 27 hours of advanced History courses

Required History (18 hours):

- \_\_\_\_\_ HIST 1107 – UNITED STATES HISTORY I
- \_\_\_\_\_ HIST 1108 – UNITED STATES HISTORY II
- \_\_\_\_\_ HIST 2211 – WORLD CIVILIZATIONS I
- \_\_\_\_\_ HIST 2212 – WORLD CIVILIZATIONS II
- \_\_\_\_\_ HIST 2213 – WORLD CIVILIZATIONS III
- \_\_\_\_\_ HIST 4498 – SENIOR SEMINAR

Advanced History electives (27 hours):

*Selected with advisor's approval. Advanced electives may be taken only when prerequisites are met or with the instructor's permission.*

- \_\_\_\_\_ HIST 3301 – HISTORY OF INTELLIGENCE AND NATIONAL SECURITY
- \_\_\_\_\_ HIST 3302 – WEST VIRGINIA HISTORY
- \_\_\_\_\_ HIST 3310 – DIPLOMATIC HISTORY OF THE UNITED STATES
- \_\_\_\_\_ HIST 3315 – COLONIAL AMERICA
- \_\_\_\_\_ HIST 3316 – THE EARLY REPUBLIC
- \_\_\_\_\_ HIST 3317 – CIVIL WAR AND RECONSTRUCTION
- \_\_\_\_\_ HIST 3318 – GILDED AGE TO THE GREAT CRASH
- \_\_\_\_\_ HIST 3319 – RECENT AMERICA
- \_\_\_\_\_ HIST 3333 – SOCIAL HISTORY OF THE AMERICAN WOMAN
- \_\_\_\_\_ HIST 3344 – AFRICAN-AMERICAN HISTORY AND CULTURE
- \_\_\_\_\_ HIST 3351 – HISTORY OF ENGLAND
- \_\_\_\_\_ HIST 3352 – HISTORY OF RUSSIA
- \_\_\_\_\_ HIST 4405 – HISTORY OF AFRICA
- \_\_\_\_\_ HIST 4410 – HISTORY OF ASIA
- \_\_\_\_\_ HIST 4420 – HISTORY OF LATIN AMERICA
- \_\_\_\_\_ HIST 4425 – MEDIEVAL EUROPE
- \_\_\_\_\_ HIST 4428 – RENAISSANCE AND REFORMATION



- \_\_\_\_\_ HIST 4429 – AGE OF ABSOLUTISM
- \_\_\_\_\_ HIST 4430 – 19TH CENTURY EUROPE
- \_\_\_\_\_ HIST 4431 – RECENT EUROPE
- \_\_\_\_\_ HIST 4455 – REVOLUTIONS IN HISTORY
- \_\_\_\_\_ HIST 4475 – PHILOSOPHY OF HISTORY
- \_\_\_\_\_ HIST 4499 – SPECIAL TOPICS

Additional Requirement (3 hours):

- \_\_\_\_\_ ENGL 3322 – NARRATIVE & DESCRIPTIVE WRITING

**-OR-**

- \_\_\_\_\_ ENGL 3333 – WRITING NON-FICTION

**BACHELOR OF SCIENCE IN HISTORY = 128 hours**

History Curriculum = 45 hours

General Studies Requirements = 42 hours

Foreign Language Requirement = 12 hours

Free Electives = 29 hours

Additional Requirement = 12 hours

No Minor Required

**HISTORY CURRICULUM = 45 hours**

Required History courses = 18 hours

Advanced History Electives = 27 hours of advanced History courses

Required History (18 hours):

- \_\_\_\_\_ HIST 1107 – UNITED STATES HISTORY I
- \_\_\_\_\_ HIST 1108 – UNITED STATES HISTORY II
- \_\_\_\_\_ HIST 2211 – WORLD CIVILIZATIONS I
- \_\_\_\_\_ HIST 2212 – WORLD CIVILIZATIONS II
- \_\_\_\_\_ HIST 2213 – WORLD CIVILIZATIONS III
- \_\_\_\_\_ HIST 4498 – SENIOR SEMINAR

Advanced History electives (27 hours):

*Selected with advisor's approval. Advanced electives may be taken only when prerequisites are met or with the instructor's permission.*

- \_\_\_\_\_ HIST 3301 – HISTORY OF INTELLIGENCE AND NATIONAL SECURITY
- \_\_\_\_\_ HIST 3302 – WEST VIRGINIA HISTORY
- \_\_\_\_\_ HIST 3310 – DIPLOMATIC HISTORY OF THE UNITED STATES
- \_\_\_\_\_ HIST 3315 – COLONIAL AMERICA
- \_\_\_\_\_ HIST 3316 – THE EARLY REPUBLIC
- \_\_\_\_\_ HIST 3317 – CIVIL WAR AND RECONSTRUCTION
- \_\_\_\_\_ HIST 3318 – GILDED AGE TO THE GREAT CRASH

- \_\_\_\_\_ HIST 3319 – RECENT AMERICA
- \_\_\_\_\_ HIST 3333 – SOCIAL HISTORY OF THE AMERICAN WOMAN
- \_\_\_\_\_ HIST 3344 – AFRICAN-AMERICAN HISTORY AND CULTURE
- \_\_\_\_\_ HIST 3351 – HISTORY OF ENGLAND
- \_\_\_\_\_ HIST 3352 – HISTORY OF RUSSIA
- \_\_\_\_\_ HIST 4405 – HISTORY OF AFRICA
- \_\_\_\_\_ HIST 4410 – HISTORY OF ASIA
- \_\_\_\_\_ HIST 4420 – HISTORY OF LATIN AMERICA
- \_\_\_\_\_ HIST 4425 – MEDIEVAL EUROPE
- \_\_\_\_\_ HIST 4428 – RENAISSANCE AND REFORMATION
- \_\_\_\_\_ HIST 4429 – AGE OF ABSOLUTISM
- \_\_\_\_\_ HIST 4430 – 19TH CENTURY EUROPE
- \_\_\_\_\_ HIST 4431 – RECENT EUROPE
- \_\_\_\_\_ HIST 4455 – REVOLUTIONS IN HISTORY
- \_\_\_\_\_ HIST 4475 – PHILOSOPHY OF HISTORY
- \_\_\_\_\_ HIST 4499 – SPECIAL TOPICS

Additional Requirement (12 hours):

\_\_\_\_\_ ENGL 3322 – NARRATIVE & DESCRIPTIVE WRITING

**-OR-**

\_\_\_\_\_ ENGL 3333 – WRITING NON-FICTION

**-AND-**

\_\_\_\_\_ SOCY 2240 – NONPARAMETRIC STATISTICS (3 hours)

**-OR-**

\_\_\_\_\_ PSYC 2240 – STATISTICS (4 hours)

**-AND-**

SOCIAL/BEHAVIORAL ELECTIVES (6 hours)

*Students must choose from the following list:*

\_\_\_\_\_ ECON 2200 – ECONOMICS

\_\_\_\_\_ ENGL 3382 – THE WORLD NOVEL

\_\_\_\_\_ INTR 2200 – RACE, CLASS, AND GENDER IN POPULAR CULTURE

\_\_\_\_\_ PHIL 2250 – THE GREAT PHILOSOPHERS

\_\_\_\_\_ PHIL 3325 – ETHICS

\_\_\_\_\_ POLI 2200 – INTRODUCTION TO POLITICAL SCIENCE

\_\_\_\_\_ POLI 3304 – AMERICAN CONSTITUTIONAL GOVERNMENT AND LAW

\_\_\_\_\_ PSYC 2220 – HISTORY OF PSYCHOLOGY

\_\_\_\_\_ PSYC 2230 – SOCIAL PSYCHOLOGY

\_\_\_\_\_ SOCY 1111 – INTRODUCTION TO ANTHROPOLOGY

\_\_\_\_\_ SOCY 3360 – METHODS OF SOCIAL RESEARCH0

**GENERAL STUDIES REQUIREMENTS = 38 hours**

**Required courses (15 hours):**

- \_\_\_\_\_ English 1104
- \_\_\_\_\_ English 1108
- \_\_\_\_\_ Info 1100
- \_\_\_\_\_ Speech 1100, COMM 2200, COMM 2201, or COMM 2202
- \_\_\_\_\_ Math 1102, 1103, 1104, 1105, OR 1107 or above

**Scientific Discovery (8 hours) – each course is 4 hours:**

- |                      |                              |            |
|----------------------|------------------------------|------------|
| _____ Biology 1105   | _____ Geology 1101           | _____ SCIE |
| _____ Biology 1106   | _____ Geology 1102           | _____ SCIE |
| _____ Chemistry 1101 | _____ Geology 1103           |            |
| _____ Chemistry 1102 | _____ Physics 1101           |            |
| _____ Chemistry 1105 | _____ Physics 1102           |            |
| _____ Chemistry 1106 | _____ Physics 1105 (5 hours) |            |
|                      | _____ Physics 1106 (5 hours) |            |

**Cultural / Civilization Exploration (6 hours):**

Select 6 hours from **EITHER Option I, II, OR III and a third course from Additional Courses listed below**

**OPTION I**

\_\_\_\_\_ ENGL 2220

**OPTION II**

\_\_\_\_\_ ENGL 2221

**OPTION III**

\_\_\_\_\_ ENGL 2230

**AND**

- \_\_\_\_\_ ENGL 2221
- \_\_\_\_\_ ENGL 3382
- \_\_\_\_\_ ENGL 3388
- \_\_\_\_\_ ENGL 3389
- \_\_\_\_\_ ENGL 3390
- \_\_\_\_\_ ENGL 3391
- \_\_\_\_\_ ENGL 3392

**AND**

- \_\_\_\_\_ ENGL 2220
- \_\_\_\_\_ ENGL 3370
- \_\_\_\_\_ ENGL 3374
- \_\_\_\_\_ ENGL 3385
- \_\_\_\_\_ ENGL 3386
- \_\_\_\_\_ ENGL 3387
- \_\_\_\_\_ ENGL 3395

**AND**

\_\_\_\_\_ ENGL 2231

**Artistic / Creative Expression & Interdisciplinary / Advanced Studies Option (3 hours):**

**Must select one of the following (3 hours):**

- |                 |                 |
|-----------------|-----------------|
| _____ ART 1120  | _____ INTR 1120 |
| _____ MUSI 1120 | _____ THEA 1120 |

**OR** any course beyond 1100 level in a discipline that is not required within the student's major or minor field of study

**Society / Human Interactions (6 hours):**

**Select 2 courses from 2 different disciplines**

\_\_\_\_\_ ECON 2200  
\_\_\_\_\_ ECON 2201  
\_\_\_\_\_ GEOG 2210  
\_\_\_\_\_ PSYC 1101  
\_\_\_\_\_ SOCI 1110  
\_\_\_\_\_ SOCI 1111

\_\_\_\_\_ POLI 1103 – American Government  
\_\_\_\_\_ POLI 2200 – Intro Political Science  
\_\_\_\_\_ POLI 2201 – Principles of International Relations  
\_\_\_\_\_ POLI 2203 – Comparative Government  
\_\_\_\_\_ POLI 4405 – Terrorism

**Free Electives = 30 hours for B.A. / 33 hours for B.S.**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## **APPENDIX F**

### **DESIRED PROFILE OF A FAIRMONT STATE UNIVERSITY HISTORY GRADUATE**

A graduate of the FSU History Program should have:

- Mastered a broad curriculum encompassing regional, national, international and special fields.
- A broad understanding of human existence in the remote and recent past and the present.
- Analytical skills allowing her/him to discern cause/effect relationships and the role of the theoretical, as well as the pragmatic in human affairs
- Bibliographic skills in reading, research and documentation
- Writing skills for professions(academics newsletters, museum publication and reports
- Preparation for professional careers in law; government; politics; foreign service; library science; historical preservation; journalism; teaching in elementary, middle schools, high schools and colleges/universities; and political careers.

## APPENDIX G

### COURSE OUTCOMES

# HIST 1107 U.S. History I

## HIST 1107 U.S. History I General Outcomes

Upon successful completion of this course, students will be able to...

### HIST 1107 General Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of American history from pre-Columbian times until the end of the Civil War.

▼ **Measure:** HIST 1107 General Outcome 1 Measure 1  
Direct - Student Artifact

**Details/Description:** Quizzes and examinations which may include both objective and essay style questions, classroom/oral questions and answer quizzes on material from preceding class, critical book essays or review essays on selected supplementary readings and/or written textbook chapter summaries.

**Satisfactory Performance Standard:** Written examinations should produce a 70 a passing grade. Essays will be graded for content and style which includes acceptable composition, syntax, grammar and spelling. Essays will need to be completed at a passing grade. Class participation will be graded for quality, thoroughness, content and clarity and must be a passing grade. Critical reviews/essays will receive a minimum grade of passing.

### HIST 1107 General Outcome 2

Critical Thinking and Analytical Skills

▼ **Measure:** HIST 1107 General Outcome 2 Measure 1  
Direct - Student Artifact

**Details/Description:** Examinations will include inductive and deductive type questions requiring students to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures. Research papers will also reflect the above.

**Satisfactory Performance Standard:** Examinations, essays and research papers shall be completed at a passing grade.

**HIST 1107**  
**General Outcome**  
**3**  
Oral  
Communication  
Skills

▼ **Measure:** HIST 1107 General Outcome 3 Measure 1  
Direct - Other

**Details/Description:** Oral communications skills will be assessed by student performance in class participation and/or presentations. Class presentations by students will be used to assess students' ability to argue both sides of debatable historical topics.  
**Satisfactory Performance Standard:** Oral exercises shall be completed at a passing grade.

**HIST 1107**  
**General Outcome**  
**4**  
Written  
Communication  
Skills

▼ **Measure:** HIST 1107 General Outcome 4 Measure 1  
Direct - Student Artifact

**Details/Description:** Written communications skills will be assessed in essay questions, and/or short answer type questions, and/or critical book essays, and/or research papers.  
**Satisfactory Performance Standard:** Exams and research papers shall reflect a passing grade.

**HIST 1107**  
**General Outcome**  
**5**  
Historical  
Investigation Skills  
Relating to Present-  
Day Issues

▼ **Measure:** HIST 1107 General Outcome 5 Measure 1  
Direct - Student Artifact

**Details/Description:** Examination questions demanding that students draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods. Students will be able to compare these with analogous problems from our own day. Essays and class participation will reinforce and reflect this ability. Assigned research papers will test the skill mentioned here as well.  
**Satisfactory Performance Standard:** Exams, class participation and research papers shall reflect a passing grade.

**HIST 1107**  
**General Outcome**  
**6**  
Demonstrate a  
knowledge of  
Geography as it  
relates to American  
history.

▼ **Measure:** HIST 1107 General Outcome 6 Measure 1  
Direct - Student Artifact

**Details/Description:** Maps tests and quizzes on the geography of the period/world region being studied will supplementary examinations and class participation  
**Satisfactory Performance Standard:** Map tests, quizzes, supplementary exams and class participation shall be completed at a passing grade.

## HIST 1108 U.S. History II General Outcomes

Upon successful completion of this course, students will be able to...

### HIST 1108 General Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of American history from the end of the Civil War to the present day.

▼ **Measure:** HIST 1108 General Outcome 1 Measure 1  
Direct - Student Artifact

**Details/Description:** Quizzes and examinations which may include both objective and essay style questions, classroom/oral questions and answer quizzes on material from preceding class, critical book essays or review essays on selected supplementary readings and/or written textbook chapter summaries.

**Satisfactory Performance Standard:** Written examinations should produce a 70 a passing grade. Essays will be graded for content and style which includes acceptable composition, syntax, grammar and spelling. Essays will need to be completed at a passing grade. Class participation will be graded for quality, thoroughness, content and clarity and must be a passing grade. Critical reviews/essays will receive a minimum grade of passing.

### HIST 1108 General Outcome 2

Critical Thinking  
and Analytical  
Skills

▼ **Measure:** HIST 1108 General Outcome 2 Measure 1  
Direct - Student Artifact

**Details/Description:** Examinations will include inductive and deductive type questions requiring students to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures. Research papers will also reflect the above.

**Satisfactory Performance Standard:** Examinations, essays and research papers shall be completed at a passing grade.

### HIST 1108 General Outcome 3

Oral  
Communication  
Skills

▼ **Measure:** HIST 1108 General Outcome 3 Measure 1  
Direct - Other

**Details/Description:** Oral communications skills will be assessed by student performance in class participation and/or presentations. Class presentations by students will be used to assess students' ability to argue both sides of debatable historical topics.

**Satisfactory Performance Standard:** Oral exercises shall be completed at a passing grade



**HIST 1108**  
**General Outcome**  
**4**

Written  
Communication  
Skills

▼ **Measure:** HIST 1108 General Outcome 4 Measure 1  
Direct - Student Artifact

**Details/Description:** Written communications skills will be assessed in essay questions, and/or short answer type questions, and/or critical book essays, and/or research papers.

**Satisfactory Performance Standard:** Exams and research papers shall reflect a passing grade.

**HIST 1108**  
**General Outcome**  
**5**

Historical  
Investigation Skills  
Relating to Present-  
Day Issues

▼ **Measure:** HIST 1108 General Outcome 5 Measure 1  
Direct - Student Artifact

**Details/Description:** Examination questions demanding that students draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods. Students will be able to compare these with analogous problems from our own day. Essays and class participation will reinforce and reflect this ability. Assigned research papers will test the skill mentioned here as well.

**Satisfactory Performance Standard:** Exams, class participation and research papers shall reflect a passing grade.

**HIST 1108**  
**General Outcome**  
**6**

Demonstrate a  
knowledge of  
Geography as it  
relates to American  
history.

▼ **Measure:** HIST 1108 General Outcome 6 Measure 1  
Direct - Student Artifact

**Details/Description:** Maps tests and quizzes on the geography of the period/world region being studied will supplementary examinations and class participation.

**Satisfactory Performance Standard:** Map tests, quizzes, supplementary exams and class participation shall be completed at a passing grade.

## HIST 2211 World Civilization I General Outcomes

Upon successful completion of this course, students will be able to...

### HIST 2211 General Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from pre-historic times to the early Middle Ages.

▼ **Measure:** HIST 2211 General Outcome 1 Measure 1  
Direct - Student Artifact

**Details/Description:** Quizzes and examinations which may include both objective and essay style questions, classroom/oral questions and answer quizzes on material from preceding class, critical book essays or review essays on selected supplementary readings and/or written textbook chapter summaries.

**Satisfactory Performance Standard:** Written examinations should produce a 70 a passing grade. Essays will be graded for content and style which includes acceptable composition, syntax, grammar and spelling. Essays will need to be completed at a passing grade. Class participation will be graded for quality, thoroughness, content and clarity and must be a passing grade. Critical reviews/essays will receive a minimum grade of passing.

### HIST 2211 General Outcome 2

Critical Thinking  
and Analytical  
Skills

▼ **Measure:** HIST 2211 General Outcome 2 Measure 1  
Direct - Student Artifact

**Details/Description:** Examinations will include inductive and deductive type questions requiring students to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures. Research papers will also reflect the above.

**Satisfactory Performance Standard:** Examinations, essays and research papers shall be completed at a passing grade.

### HIST 2211 General Outcome 3

Oral  
Communication  
Skills

▼ **Measure:** HIST 2211 General Outcome 3 Measure 1  
Direct - Other

**Details/Description:** Oral communications skills will be assessed by student performance in class participation and/or presentations. Class presentations by students will be used to assess students' ability to argue both sides of debatable historical topics.

**Satisfactory Performance Standard:** Oral exercises shall be completed at a passing grade.

**HIST 2211  
General Outcome  
4**

Written  
Communication  
Skills

▼ **Measure:** HIST 2211 General Outcome 4 Measure 1  
Direct - Student Artifact

**Details/Description:** Written communications skills will be assessed in essay questions, and/or short answer type questions, and/or critical book essays, and/or research papers.

**Satisfactory Performance Standard:** Exams and research papers shall reflect a passing grade.

**HIST 2211  
General Outcome  
5**

Historical  
Investigation Skills  
Relating to Present-  
Day Issues

▼ **Measure:** HIST 2211 General Outcome 5 Measure 1  
Direct - Student Artifact

**Details/Description:** Examination questions demanding that students draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods. Students will be able to compare these with analogous problems from our own day. Essays and class participation will reinforce and reflect this ability. Assigned research papers will test the skill mentioned here as well.

**Satisfactory Performance Standard:** Exams, class participation and research papers shall reflect a passing grade.

**HIST 2211  
General Outcome  
6**

Demonstrate a  
knowledge of  
Geography as it  
relates to World  
history.

▼ **Measure:** HIST 2211 General Outcome 6 Measure 1  
Direct - Student Artifact

**Details/Description:** Maps tests and quizzes on the geography of the period/world region being studied will supplementary examinations and class participation

**Satisfactory Performance Standard:** Map tests, quizzes, supplementary exams and class participation shall be completed at a passing grade.

## HIST 2212 World Civilization II General Outcomes

Upon successful completion of this course, students will be able to...

### HIST 2212

#### General Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from the Middle Ages to the Age of Revolution in the 18th century.

▼ **Measure:** HIST 2212 General Outcome 1 Measure 1  
Direct - Student Artifact

**Details/Description:** Quizzes and examinations which may include both objective and essay style questions, classroom/oral questions and answer quizzes on material from preceding class, critical book essays or review essays on selected supplementary readings and/or written textbook chapter summaries.

**Satisfactory Performance Standard:** Written examinations should produce a 70 a passing grade. Essays will be graded for content and style which includes acceptable composition, syntax, grammar and spelling. Essays will need to be completed at a passing grade. Class participation will be graded for quality, thoroughness, content and clarity and must be a passing grade. Critical reviews/essays will receive a minimum grade of passing.

### HIST 2212

#### General Outcome 2

Critical Thinking and Analytical Skills

▼ **Measure:** HIST 2212 General Outcome 2 Measure 1  
Direct - Student Artifact

**Details/Description:** Examinations will include inductive and deductive type questions requiring students to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures. Research papers will also reflect the above.

**Satisfactory Performance Standard:** Examinations, essays and research papers shall be completed at a passing grade.

### HIST 2212

#### General Outcome 3

Oral Communication Skills

▼ **Measure:** HIST 2212 General Outcome 3 Measure 1  
Direct - Other

**Details/Description:** Oral communications skills will be assessed by student performance in class participation and/or presentations. Class presentations by students will be used to assess students' ability to argue both sides of debatable historical topics.

**Satisfactory Performance Standard:** Oral exercises shall be completed at a passing grade.

**HIST 2212**  
**General Outcome**  
**4**

Written  
Communication  
Skills

▼ **Measure:** HIST 2212 General Outcome 4 Measure 1  
Direct - Student Artifact

**Details/Description:** Written communications skills will be assessed in essay questions, and/or short answer type questions, and/or critical book essays, and/or research papers.

**Satisfactory Performance Standard:** Exams and research papers shall reflect a passing grade.

**HIST 2212**  
**General Outcome**  
**5**

Historical  
Investigation Skills  
Relating to Present-  
Day Issues

▼ **Measure:** HIST 2212 General Outcome 5 Measure 1  
Direct - Student Artifact

**Details/Description:** Examination questions demanding that students draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods. Students will be able to compare these with analogous problems from our own day. Essays and class participation will reinforce and reflect this ability. Assigned research papers will test the skill mentioned here as well.

**Satisfactory Performance Standard:** Exams, class participation and research papers shall reflect a passing grade.

**HIST 2212**  
**General Outcome**  
**6**

Demonstrate a  
knowledge of  
Geography as it  
relates to World  
history.

▼ **Measure:** HIST 2212 General Outcome 6 Measure 1  
Direct - Student Artifact

**Details/Description:** Maps tests and quizzes on the geography of the period/world region being studied will supplementary examinations and class participation

**Satisfactory Performance Standard:** Map tests, quizzes, supplementary exams and class participation shall be completed at a passing grade.

## HIST 2213 World Civilization III General Outcomes

Upon successful completion of this course, students will be able to...

### HIST 2213 General Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from the Age of Revolution in the 18th century to the present.

▼ **Measure:** HIST 2213 General Outcome 1 Measure 1  
Direct - Student Artifact

**Details/Description:** Quizzes and examinations which may include both objective and essay style questions, classroom/oral questions and answer quizzes on material from preceding class, critical book essays or review essays on selected supplementary readings and/or written textbook chapter summaries.

**Satisfactory Performance Standard:** Written examinations should produce a 70 a passing grade. Essays will be graded for content and style which includes acceptable composition, syntax, grammar and spelling. Essays will need to be completed at a passing grade. Class participation will be graded for quality, thoroughness, content and clarity and must be a passing grade. Critical reviews/essays will receive a minimum grade of passing.

### HIST 2213 General Outcome 2

Critical Thinking  
and Analytical  
Skills

▼ **Measure:** HIST 2213 General Outcome 2 Measure 1  
Direct - Student Artifact

**Details/Description:** Examinations will include inductive and deductive type questions requiring students to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures. Research papers will also reflect the above.

**Satisfactory Performance Standard:** Examinations, essays and research papers shall be completed at a passing grade.

### HIST 2213 General Outcome 3

Oral  
Communication  
Skills

▼ **Measure:** HIST 2213 General Outcome 3 Measure 1  
Direct - Other

**Details/Description:** Oral communications skills will be assessed by student performance in class participation and/or presentations. Class presentations by students will be used to assess students' ability to argue both sides of debatable historical topics.

**Satisfactory Performance Standard:** Oral exercises shall be completed at a passing grade.

**HIST 2213  
General Outcome  
4**  
Written  
Communication  
Skills

▼ **Measure:** HIST 2213 General Outcome 4 Measure 1  
Direct - Student Artifact

**Details/Description:** Written communications skills will be assessed in essay questions, and/or short answer type questions, and/or critical book essays, and/or research papers.  
**Satisfactory Performance Standard:** Exams and research papers shall reflect a passing grade.

**HIST 2213  
General Outcome  
5**  
Historical  
Investigation Skills  
Relating to Present-  
Day Issues

▼ **Measure:** HIST 2213 General Outcome 5 Measure 1  
Direct - Student Artifact

**Details/Description:** Examination questions demanding that students draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods. Students will be able to compare these with analogous problems from our own day. Essays and class participation will reinforce and reflect this ability. Assigned research papers will test the skill mentioned here as well.  
**Satisfactory Performance Standard:** Exams, class participation and research papers shall reflect a passing grade.

**HIST 2213  
General Outcome  
6**  
Demonstrate a  
knowledge of  
Geography as it  
relates to World  
history.

▼ **Measure:** HIST 2213 General Outcome 6 Measure 1  
Direct - Student Artifact

**Details/Description:** Maps tests and quizzes on the geography of the period/world region being studied will supplementary examinations and class participation  
**Satisfactory Performance Standard:** Map tests, quizzes, supplementary exams and class participation shall be completed at a passing grade.

**APPENDIX H**

**ON-CAMPUS ADJUNCT USAGE**

**(Available data)**

**AY 2004-2005 to AY 2008-2009**

<b>COURSES</b>	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>AY 08-09</b>	<b>TOTAL</b>
<b>1107</b>	2	1	0	1	2	<b>6</b>
<b>1108</b>	1	1	1	1	0	<b>4</b>
<b>1199</b>	1	2	0	0	0	<b>3</b>
<b>2211</b>	0	0	1	0	0	<b>1</b>
<b>2212</b>	0	1	0	0	0	<b>1</b>
<b>3302</b>	0	0	0	0	1	<b>1</b>
<b>3319</b>	2	0	0	0	0	<b>2</b>
<b>3333</b>	0	0	0	1	1	<b>2</b>
<b>4475</b>	0	1	0	0	0	<b>1</b>
<b>4499</b>	1	0	0	0	0	<b>1</b>
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>22</b>

**OFF-CAMPUS ADJUNCT USAGE**

**(Available data)**

**AY 2004-2005 to AY 2008-2009**

<b>COURSES</b>	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>AY 08-09</b>	<b>TOTAL</b>
<b>1107</b>	12	12	14	8	9	<b>55</b>
<b>1108</b>	10	11	12	8	11	<b>52</b>
<b>2211</b>	6	7	4	7	4	<b>28</b>
<b>2212</b>	4	5	4	3	3	<b>19</b>
<b>2213</b>	2	0	4	3	1	<b>10</b>
<b>TOTAL</b>	<b>34</b>	<b>35</b>	<b>38</b>	<b>29</b>	<b>28</b>	<b>164</b>



## **APPENDIX I**

### **HISTORY PROGRAM MISSION STATEMENT**

It is the mission of the history program to provide students an integrated and coherent program of study in the fields of both American and World History, ranging from ancient through modern and contemporary times; to expose students to a broad range of scholarship encompassing the political, economic, social, cultural, intellectual and artistic phenomena of the ancient and modern worlds; to foster an enlightened and sophisticated outlook on cultures other than their own; and to encourage students to be good citizens of their community, state, and nation, and world.

**APPENDIX J**

**FACULTY DATA**

**(Available data)**

**AY 2004-2005 to AY 2008-2009**

Name: Kenneth Millen-Penn

Rank: Professor

Check One:

Full-time  X  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned: Ph.D.

Date Degree Received \_\_\_\_\_

Conferred by: State University of New York at Binghamton

Area of Specialization: American History and European History

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 13  
years

Years of employment in higher education : 17 years full time teaching

Yrs. of related experience outside higher education 1 year Magnet High School

Non-teaching experience \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Summer and Fall 2007-Spring 2008

1107 US History 1—2 section—80  
1107 US History 1 Honors—1 section—14  
1108 US History 2—5 sections--205  
1108 US History 2—Honors—1 section 15  
2213 World Civ III—1 section--10  
3319 Recent American—1 section--28  
4499 History of the 1960s—1 section—36

Summer and Fall 2008-Spring 2009

1107—US History 1--1 section--15  
1107—US History 1 Honors—1 section-15  
1108—US History 2—4 sections--200  
2213—World Civ III—1 section--45  
3317—Civil War--1 section--35  
3318—Gilded Age to... 1 section—35  
3319—Recent U.S.—1 section--35

(b) If degree is not in area of current assignment, explain.

- (c) Identify your professional development activities during the past five years.

**Peer Refereed Text Books:**

U.S.: A Narrative History, Davidson, et.al. for McGraw Hill, 2008

After the Fact: the Art of Historical Detection, by Davidson and Lytle, for McGraw-Hill, 2007

The American Pageant, by Kennedy et al., for Houghton-Mifflin, 2007

A Nation of Nations, by Davidson et al., for McGraw Hill, 2007

Traditions and Encounters: A Global Perspective on the Past, by Bentley and Ziegler,  
for McGraw Hill, 2005

**Professional Conference Presentations:**

of  
New  
Orleans Marriot Hotel, April 8-11, 2009.

“Popularizing Conservation to Save the Republic: The Anti-Monopolistic Environmental Attitudes  
of Theodore Roosevelt, Gifford Pinchot, and Francis Newlands,” to PCA/ACA, New Orleans, LA,  
Orleans Marriot Hotel, April 8-11, 2009.

Western  
Conservation Views and Policies of Theodore Roosevelt, Francis Newlands, and Franklin D.  
Roosevelt,”  
to The 9<sup>th</sup> Biennial Conference on Nevada History, Nevada Historical Society, Reno, NV, May  
20-22,  
2008.

“Christianity and the American Presidency Since World War II,” to Christ and Contemporary  
Culture  
Conference, Gordon College, Wenham, MA, September 28-30, 2006.

“That Damned Cowboy in the White House: TR and the Emergence of the Heroic Horseman,” to  
PCA/ACA, San Diego Marriot Hotel, Sand Diego, CA, March 23-26, 2005.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special  
recognition  
In last five years.

**SPECIAL PRESENTATION**

“So Help Me God: Presidents, Christianity, and the American Nation,” to the Faculty and  
Administration of Fairmont State University, The Seventeenth Lecture in the Presidential Lecture  
Series, 23, April 2006.

- (e) Indicate any other activities which have contributed to effective teaching.  
(f) List professional books/papers published during the last five years.

**Publication:**

“So Help Me God: American Presidents, Christianity, and the American Nation,”  
Fairmont State University, Occasional Papers, 2006.

- (g) List externally funded research (grants and contracts) during last five years.

Name: Nenad Radulovich Rank: Temporary Assistant Professor of History and Social Studies

Check One:

Full-time  X  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned: Master of Arts (Phd cand.) Date Degree Received: October 1992

Conferred by: University of Western Ontario (London, Canada)

Specialization: History (also a separate Masters in Social Studies Education from Niagara U in NY)

Professional registration/licensure: YES; PA teaching certificate; Ontario teaching certificate

Yrs. of employment at present institution: 3 years

Yrs of employment in higher education: 9 years including adjunct work

Yrs. of related experience outside higher education: 5 years as PA high school teacher, many years in Canada as teacher

Non-teaching experience: many years as a political aide in Canada

To determine compatibility of credentials with assignment:

-My academic degrees in History (BA, MA, Phd candidate) and Social Studies Education (MS) qualify me to teach History to undergraduates and to teach the Social Studies Methods teacher preparation course. In addition, several years as a teacher in PA and Canada qualify me to supervise Social Studies teachers in the field as well as to engage in the activities of the School of Education which is part of my assignment at Fairmont State.

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

HIST 1107: US HISTORY I: fall 2007, 2008 Sections at Fairmont are over 50; M-Tec center averages 25

HIST 1108: US HISTORY II: spring 2008, 2009 Sections at Fairmont are over 50; M-Tec center averages 25

HIST 2213: World Civilization III: fall 2007, spring 2008, 2009 Sections around 40 on average

HIST 4431: Recent Europe: spring 2009 Section was 35

SSCI 4431: Social Studies Methods: fall 2007, 2008 Sections around 16 on average

(h) If degree is not in area of current assignment, explain.

N/A

(i) Identify your professional development activities during the past five years.

-my main area of development has been my ongoing research and writing of my Phd dissertation in History at Ohio University

-I have read dozen of books in my field of Eastern European History and Social Studies education while keeping abreast of developments in the survey course areas of US History and World Civilization

-attendance at the NCATE (National Conference for the Accreditation of Teacher Education) in the Spring of 2008 has helped me with the report I am preparing to re-accredit Fairmont's Social Studies program  
-developing outcomes and assessments in coordination with colleagues for our 1000 and 2000 level survey courses as well as the 3000 and 4000 levels that I teach personally

(j) List awards/honors (including invitations to speak in your area of expertise) or special recognition

In last five years.

-seminars and speaking engagements at Fairmont State in the fall of 2007 and spring of 2007 for the History Honor Society's speaker series  
-lecture at Chatham University in Pittsburgh PA on Serbian History and Folklore, Spring 2008  
-lecture at Washington & Jefferson College in PA on Balkan politics, summer of 2005

(k) Indicate any other activities which have contributed to effective teaching.

-advising 50 Social Studies majors and pre-majors every semester gives me a feel for the program and the concerns of students taking History courses  
-continuing translations for the Serbian communities in Western PA and Southern Ontario  
-advising the Serbian community in Western PA on political activities related to the international position of Serbia and Serbs

Name: Patrick Albano \_\_\_\_\_ Rank: Associate Professor \_\_\_\_\_

Check One:

Full-time  X  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned: Doctorate \_\_\_\_\_ Date Degree Received: May  
2001 \_\_\_\_\_

Conferred by Drew University, Madison, N.J. \_\_\_\_\_

Area of Specialization: Military History/Intelligence/Asymmetric Warfare \_\_\_\_\_

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution:  
5 years \_\_\_\_\_

Years of employment in higher education : 15 Yrs. of related experience outside higher  
education: 10

Non-teaching experience \_\_\_\_\_

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Fall Semester 2008: World History I/ 2211-01/02—50 students each class

Fall Semester 2008: World History II/2212-01/02-50 students each class

Fall Semester 2008: U.S. Naval/Maritime History 4499-01-35 students

Spring Semester 2009: World I 2211/01/02-100 students

Spring Semester 2009: World II 2212-01/02-100 students

Spring Semester 2009: History of Africa: 4405-35 students

Spring Semester 2009: History of Asia: 4410-35 students

Spring Semester: Independent Study: Diplomatic/Military History-1 student

Spring Semester: Independent Study: Intelligence/National Security-1 student

Spring Semester: Independent Study: On-line Intelligence/National Security-1 student

- (l) If degree is not in area of current assignment, explain. N/A

- (m) Identify your professional development activities during the past five years.

World History Conference: London England 2007.

National Intelligence Conference: Beijing, China 2005.

Maxwell-Taylor-Scholar Diplomat Program 2006, 2007, 2009-FACDIS,  
Washington, D.C.

FACDIS Annual Conference 2004-2009 Concurrent.  
Military History Conference—Annual Meeting 2005-2009.  
NEH Fellowship: Huntington Research Library, 2005.  
Eisenhower Symposium, Washington, D.C. 2006.

(c) Reader: AP World History 2007-2009 Concurrent, Nebraska and Ft. Collins, CO.

(n) List awards/honors (including invitations to speak in your area of expertise) or special recognition

In last five years.

Fairmont Fellowship: 2006 and 2009.

West Virginia Humanities-2009.

Drew University: *Civil War Veterans Organizations* –Presentation, Feb 2005.

Fairmont University: *History of Italy: Roads Through Appalachia*, Feb 2006.

(o) Indicate any other activities which have contributed to effective teaching.  
Community Service Projects in Survey History Courses as a requirement.

(p) List professional books/papers published during the last five years.  
Manuscript in progress: *An Army of Scholars: Years of Experience in the Concision of War*

(q) List externally funded research (grants and contracts) during last five years.  
Fairmont Grant Two Years, 2006 and 2009, \$2,000 and \$2,052.  
Fairmont Foundation Award: \$4,000  
West Virginia Humanities-\$2,500

**Faculty Data**

(No more than TWO pages per faculty member)

Name Frances Davey Rank Adjunct

Check One:

Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct x Graduate Asst. \_\_\_\_\_

Highest Degree Earned M.A. Date Degree Received 1997, 2002

Conferred by College of William & Mary, University of Delaware

Area of Specialization American Studies, History

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 1 semester

Years of employment in higher education 8 Yrs. of related experience outside higher education \_\_\_\_\_

Non-teaching experience:

Marion County Historical Society, Fairmont WV, Collections Manager, 2009 to present

Rehoboth Beach Museum, Rehoboth Beach DE, 2008

Historic Deerfield, Inc., Assistant Tutor, 2000

Burritt Museum & Park, Curator of History and Collections Manager, 1997-1999

IME/Treasure Island Museum, Collections Manager, 1996

Peabody Essex Museum, Educator, 1994-1995

Fort Ticonderoga Museum, Educator/Researcher, 1993

Independent Consultant To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

HIST1107-1024	U.S. History I	50
HIST1107-1026	U.S. History I	50
HIST3333	History of Women in America	20

(r) If degree is not in area of current assignment, explain.

(s) Identify your professional development activities during the past five years.



Marion County Historical Society, Fairmont WV, Collections Manager, 2009 to present

Rehoboth Beach Museum, Rehoboth Beach DE, 2008, Independent Consultant.

Curated exhibit: "Bathing Beauties: The Evolution of Swimwear in the 20<sup>th</sup> Century"

University of Delaware, Newark DE, Adjunct Instructor, U.S. History to 1877, U.S. History from 1865, 2003 to 2008

(t) List awards/honors (including invitations to speak in your area of expertise) or special recognition

In last five years.

University of Delaware, Newark DE, University of Delaware Dissertation Fellow, 2007

Friends of Rockwood Research Fellow, 2004, 2005

College of Physicians, Philadelphia PA, Wood Institute Research Fellow, 2004

Winterthur Museum and Gardens, Winterthur DE, Winterthur Dissertation Research Fellow, 2004

(u) Indicate any other activities which have contributed to effective teaching.

(v) List professional books/papers published during the last five years.

"'I Am Sick All Over': Working Class Women, Clothing, and the Management of Menstruation, 1873-1914," *Material Culture Symposium for Emerging Scholars: Selected Papers 2003-2007*, ed. Rebecca B. Worley. Newark DE: Small Wonder Press and Raven Press, 2008.

(w) List externally funded research (grants and contracts) during last five years.