CALIFORNIA STATE UNIVERSITY
SAN MARCOS

1. **Definition of the Proposed Degree Major Program**[1]

   a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*

   b. *Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility.*

   c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

   d. *Objectives of the proposed degree major program.[2]*

   e. *Total number of units required for the major. List of all courses, by catalog number, title and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.*

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[1] When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals.
[2] Objectives should be expressed as overarching student learning outcomes that the program is intended to produce: what the graduates should know and be able to do. Make reference to the more detailed presentation provided in the table required in section 6a. Use 1d to address how the program is aligned with the University Mission, Vision and Values.

f. List elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

g. If any formal options, concentration, or special emphases are planned under the proposed major, explain fully.

h. Course prerequisites and other criteria for admissions of students to the proposed degree major program, and for their continuation in it.

i. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.[3]

j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.[4]

k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

2.   Need for the Proposed Degree Major Program

---

[3] This section may not be applicable to some proposals.

[4] Undergraduate majors should take into consideration any Lower Division Transfer Patterns (LDTPs) that have been adopted by the CSU system for this major: http://www.calstate.edu/AcadAff/agreements.shtml. See Enrollment Management Services for assistance in completing this section.

a.   *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program.*

b.   *Differences between the proposed program and programs listed in a. above.*

c.   *List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.[5]*

d.   *Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.[6]*

e.   *For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.[7]*

f.   *Professional uses of the proposed degree major program.*

---

[5] See Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. See Academic Programs to obtain enrollment histories in specific courses.
[6] See the Career Center for assistance in completing this section.
[7] See Enrollment Management Services for these data.

g.   *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*[8]

3.   Existing Support Resources for the Proposed Degree Major Program

a.   *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.*

b.   *Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.*

c.   *Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.*[9]

d.   *Equipment and other specialized materials currently available.*[10]

4.   Additional Support Resources Required

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[8] See Academic Programs for assistance in estimating the number of majors and graduates.

[9] See the Library for this report.

[10] See Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

a. *Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.[11]*

b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.[12]*

c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.[13]*

d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.[14]*

e. *Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.[15]*

---

[11] CSUSM proposals replace Table I with equivalent tables constructed from College Academic Master Plans and the Academic Blueprint. See Academic Programs for these tables.

[12] Include additional faculty lines needed to support the course offerings indicated in 6c and 6d. Indicate whether any external funds are expected to support faculty lines.

[13] See Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

[14] This should follow directly from the Library report in 3c.

[15] Information technology and academic computing needs should follow directly from the IITS report in 3d. Additional specialized equipment and materials that will be needed should be addressed here.

5.   Abstract of the Proposal and Proposed Catalog Description[16]

6.   Additional CSUSM New Program Requirements

  a. Complete Table II, indicating the courses in which the student learning outcomes are addressed.[17]

  b. Provide an initial assessment plan for the program. The data collected via this assessment plan will be the basis of the first program review (generally scheduled five years after program implementation).[18]

  c. (For undergraduate degrees) Attach a sample schedule showing how a student beginning as a first-time freshman at CSUSM could fulfill all graduation requirements in four years.[19]

  d. Attach a proposed course offering plan for the first three years of program implementation. Where possible, indicate likely faculty teaching assignments.

---

[16] Use the format found in the most recent General Catalog.

[17] The template for Table II may be downloaded from (fill in URL). See Academic Programs for sample tables from other program proposals.

[18] See Academic Strategic Planning and Assessment for assistance in developing an assessment plan.

[19] See First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

e. Summarize the responses in items 4b-4e by completing the Table III below.[20]

Table III.

Necessary Resources	Start-up Costs	On-going Costs	Expected On-going External Funding (indicate expected duration of funding)
Additional Faculty • **Tenure-line** • **Adjunct**			
Program Administration: **Release time for Chair or Director**			
Additional Staff			
Library/Collections			
Technology: **Special Hardware and/or Software**			
Other: **Computer and Furniture Complements, telephone, equipment, operating expenses, etc.**			

---

[20] See the Office of the Provost for assistance in estimating costs associated with additional faculty positions.

Table II: Student Learning Outcomes Receiving Attention in
Selected Courses

		Preparation for the Major		Upper-Division Core			First Set of Choices in Major		Second Set of Choices in Major			
		Required Course 1	Required Course 2	Required Course 1	Required Course 2	Required Course 3	Elective Course 1	Elective Course 2	Elective Course 1	Elective Course 2	Elective Course 3	Elective Course 4
	SLO 1											
Program	SLO 2											
Student	SLO 3											
Learning	SLO 4											
Outcomes	SLO 5											
	SLO 6											
	SLO 7											

Use an X to mark Student Learning Outcomes that are developed
within particular courses.

More refined versions of such a chart might use different symbols to differentiate between primary and secondary
focus on an SLO in a course.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

> For Curriculum and Scheduling Office Use Only
>
> D.B. _____ Catalog_____ File_____

NEW PROGRAM PROPOSAL - Form P

COLLEGE _____   Discipline _____

TITLE OF PROGRAM:_____

This form is the signature sheet for new programs and new options/concentrations/emphases/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/emphases/tracks), use the Form P-2.

Check one: _____ New Undergraduate Major or New Graduate Degree   Attach a completed New Program Template
_____ New Option/Concentration/Emphasis/Track
_____ New Minor   Attach a completed New Option/Concentration/
_____ New Teaching Credential   Special Emphasis, Teaching Credential and Minor
_____ New Certificate   Attach a completed New Certificate Template

Does this proposal impact other disciplines? _____Yes _____No   If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____	_____	☐	_____	_____Support _____Oppose
Discipline	Signature		Date	
_____	_____	☐	_____	_____Support _____Oppose
Discipline	Signature		Date	
_____	_____	☐	_____	_____Support _____Oppose
Discipline	Signature		Date	
_____	_____	☐	_____	_____Support _____Oppose
Discipline	Signature		Date	

1. _____ _____   2. _____ _____
   Originator (Please Print)   Date   Program/Department - Director/Chair   Date

REVIEW PROCESS

3a. _____ _____   3b. _____ _____
    Dean of Library*   Date   Dean of Information and Instructional Technology Services*   Date

3c. _____ _____   3d. _____ _____
    Vice President for Student Affairs*   Date   Director of Planning, Design and Construction (if applicable)* Date

COLLEGE-LEVEL APPROVAL PROCESS

4. _____ _____   5. _____ _____
   College Curriculum Committee^   Date   College Dean*   Date

UNIVERSITY-LEVEL APPROVAL PROCESS
(May not begin until all Review and College-Level Approval signatures have been obtained.)

6a. _____ _____   6b. _____ _____
    University Curriculum Committee^   Date   Budget and Long-Range Planning Committee^   Date

7. _____ _____   8. _____ _____
   Academic Senate   Date   Provost   Date

9. _____ _____   10. _____
   President   Date   Date to Chancellor's Office

* Attach a memo on program impact on the unit and the ability of the unit to support it.
^ Attach a memo summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE _____   Discipline _____

TITLE OF PROGRAM:_____

Check one: ____ Change to Program   ____ Program Deletion

TITLE OF DEGREE PROGRAM:_____

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,
1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? _____Yes _____No   If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____	_____	☐ _____	_____Support _____Oppose	
Discipline/Unit	Signature	Date		
_____	_____	☐ _____	_____Support _____Oppose	
Discipline/Unit	Signature	Date		
_____	_____	☐ _____	_____Support _____Oppose	
Discipline/Unit	Signature	Date		
_____	_____	☐ _____	_____Support _____Oppose	
Discipline/Unit	Signature	Date		

1. _____ _____
   Originator (Please Print)   Date

2. _____ _____
   Program/ Department - Director/Chair   Date

APPROVAL PROCESS

3. _____ ☐ _____
   College Curriculum Committee^   Date

4. _____ ☐ _____
   College Dean (or Designee)*   Date

5a. _____ ☐ _____
    University Curriculum Committee^   Date

5b. _____ ☐ _____
    Budget and Long-Range Planning Committee (if applicable)^   Date

6. _____ _____
   Academic Senate   Date

7. _____ _____
   Provost (or Designee)   Date

8. _____ _____
   President   Date

9. _____
   Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

Mock-up of the Program Forms portion of the Curriculum Forms webpage (http://www.csusm.edu/academic_programs/Curriculum_Forms/index.html) on the Academic Programs website.

Program Forms

Action	Process and Form(s) to Be Completed (unless specified otherwise, each link opens a Word document)	Form Color
Adding a New Degree Program to the University Academic Master Plan (UAMP)	Complete an Abstract Form (A Form).	White
Proposing a New Degree Program (BA, BS, MA, MS, etc.) [Note that such programs must first be placed on the University Academic Master Plan (UAMP). See the A Form immediately above.]	Complete the New Program Template **Following the directions given in the footnotes of the template will greatly simplify the approval process for this proposal.** These footnotes may be deleted from the completed proposal. The two tables referenced in the New Program Template are: • Table I (for Item 4.a.) • Table II (for Item 6.a.) [Excel file] Attach a completed Program Form (P Form) as a cover sheet to the proposal.	White
Proposing a New Minor, Option, Concentration, Track, or Credential Program	Complete the New Minor-Option-Credential Template. Attach a completed Program Form (P Form) as a cover sheet to the proposal.	White
Proposing a New Certificate	Complete the New Certificate Template. Attach a completed Program Form (P Form) as a cover sheet to the proposal.	White
Changing an existing program	Complete a Program Change Form (P-2 Form).	White

1　*MASTER OF ARTS IN HISTORY*
2
3　**Department of History**
4　**California State University San Marcos**
5　**Telephone: (760) 750-4152**
6　**FAX: (760) 750-3430**
7　**Website: http://www.csusm.edu/history/**
8
9　**Department Chair**
10
11　Patricia Seleski, Professor of History
12
13　*Faculty*
14
15　Peter Arnade, Professor of History
16　Jeffrey Charles, Associate Professor of History
17　Darel Tai Engen, Assistant Professor of History
18　Anne Lombard, Assistant Professor of History
19　Reuben Mekenye, Associate Professor of History
20　Carmen Nava, Associate Professor of History
21　Jasamin Rostam-Kolayi, Assistant Professor of History
22　E.A. Schwartz, Associate Professor of History
23　Patricia Seleski, Professor of History
24　Alyssa Goldstein Sepinwall, Associate Professor of History
25　Jill Watts, Professor of History
26　Zhiwei Xiao, Associate Professor of History
27
28　*Overview*
29
30　The mission of the Master of Arts in History is to build students' expertise in the field of history with an
31　additional focus on the critical study of the history of media and/or the applied use of media in presenting
32　history to the public. Historians have always used various forms of media to communicate information
33　about the past and they have always taken advantage of advances in media technology to teach the public
34　about its history. Currently, new media technology is revolutionizing how history is taught and how the
35　stories of the past are conveyed to the public. The CSUSM program will offer students opportunities to
36　explore media as they have changed over time, beginning with the earliest oral and visual forms of
37　historical communication through the rise of modern electronic media and computer technology.
38　Students pursuing the Master of Arts in History will be required to take courses that develop their skills in
39　critically analyzing media as they relate to history and acquire skills in new media and/or technology to
40　convey historical information to the public.
41
42　This program is designed to provide students with a practical degree that prepares them for a variety of
43　post-graduate careers including: community college and post-credential teaching (enhanced by training in
44　history and the new media classroom); public history (including museumship, historical societies, and
45　electronic archives); media and journalism; doctoral education; urban planning; local, state, and city
46　governmental jobs; public service; and a number of other possibilities both in the public and private
47　sectors. The degree is designed to offer students the opportunity to practice their skills in the workplace.
48　Some students may elect to pursue the option of an internship in a public or private agency where their
49　training in historical content and media/technology can be practically applied. Additionally, the program,
50　in an effort to serve students who are interested in educational careers in history at the college level,
51　offers a curriculum that will allow them to explore pedagogical issues associated with history teaching
52　and to gain actual experience teaching history in college classrooms.
53

54 During their course of study, students will be required to master historiography, the philosophy of history,
55 specific historical topics, and acquire technical skills. All Master of Arts Degree candidates will take one
56 course in the critical study of the history of media and one course in applied media and history in which
57 they will produce a media-based project. This will consist of an applied media project from History 502,
58 a seminar paper representative of one's best work, and either a thesis or media project which may
59 include, but is not limited to, web-based presentations of historical research or digital video presentations
60 of historical topics.
61
62 The Department of History at California State University, San Marcos is ideally situated to offer an
63 advanced degree in History.   Located in Southern California with access to the Los Angeles and San
64 Diego areas, the Department of History can draw on the region's resources in the film and television
65 industries as well as the well-established computer and software industries connected with multi-media
66 production. The faculty of the Department of History offer a wide coverage of world areas and periods
67 including Africa, Asia, Europe, Latin America, the Middle East, the United States, and
68 Comparative/World History. Additionally, the department houses faculty who have expertise in critical
69 historical media studies and in applying new media technology to preserving history and delivering
70 historical content. Building on these strengths, the Department of History at California State University,
71 San Marcos is able to offer this unique degree that blends the benefits of the traditional history Master's
72 program with an applied dimension in new technologies that are revolutionizing the communication of
73 information and the public's understanding of the past.
74
75 *Admission Requirements*
76
77 All applicants to the M.A. in History program must meet both the admission requirements of the
78 Department of History and the University requirements for graduate study. Applicants to the Master
79 Program in History must have completed a Bachelor's degree from an accredited university in history or
80 in an allied field with at least four upper-division courses in history. Furthermore, applicants must have
81 completed History 301 (Historical Methods and Writing) or the equivalent before beginning graduate
82 work. Applicants must have either met the CSUSM requirements for Computer Competency or the
83 equivalent at another institution. Additional requirements for admission to the program are as follows:
84
85 • Overall minimum grade point average of 3.0 with a minimum grade point average of 3.0 in the
86   undergraduate major.
87 • The General Test for the Graduate Record Examination (GRE). While the minimum acceptable
88   score may vary year by year, it is unlikely that an applicant will be admitted with a score of less
89   than 500 on the verbal section of the exam.
90 • TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and of 4.5 on the TWE.
91 • Two sets of official transcripts from all colleges and universities attended with official
92   verification of graduation.
93 • At minimum, three letters of recommendation that assess academic accomplishments and
94   potential for graduate study.
95 • A 750-word statement of research intent describing historical fields of study including mention of
96   interest and/or experience in media and technology, relevant educational background, and post-
97   graduate career/educational objectives.
98 • One formal academic writing sample, as recent as possible. Preferably, this should be a sample
99   from previous college or university coursework and should not be written simply for the purpose
100   of admission.
101
102 *Application Materials*
103
104 Application materials to be sent directly to the Office of Admissions
105 • Completed university application form.
106 • Application fee.

107 • One set of official transcripts that include all work done at all colleges and universities.
108
109 Application materials to be sent directly to the Department of History (see address below)
110 • Completed departmental application form.
111 • One set of official transcripts that includes work done at all colleges and universities.
112 • Statement of Interest.
113 • GRE test scores (and TOEFL/TWE where appropriate.)
114 • Writing Sample.
115 • Three Letters of recommendation
116 .
117 Address for Departmental materials: Graduate Coordinator, Department of History, 333 South Twin
118 Oaks Valley Road, California State University, San Marcos, San Marcos, California, 92096
119
120 Deadline for submission: Applications for Fall admissions are due no later than March 15. Applications
121 for Spring admission are due no later than November 15. However, applications may be accepted for
122 review for as long as space is available in the program. It is possible that class scheduling and available
123 spaces will significantly limit spring admissions.
124
125 *Degree Requirements*
126
127 Students must complete 30 units of graduate study, 24 of which must be at the graduate level. Generally,
128 none of the 30 units of course work applied to the Master of Arts degree in History may have been
129 applied toward a previous academic degree, however, in some cases up to 6 graduate history units not
130 earned at CSUSM may be applied by petition. (Only coursework done as a post-baccalaureate student
131 will be considered for application toward the graduate degree.) All students are required to complete the
132 core sequence of graduate courses (History 601, History 501, History 502, History 620). Additionally, all
133 students are required to complete two semesters of thesis research and presentation (History 620: Directed
134 Thesis Research, Writing, and Media Presentation). Students who do not complete their thesis project in
135 the first two semesters may register for additional semesters of History 620 but only two semesters (6
136 units) may count toward conferral of the degree. The remainder of the units will consist of 500 or 600
137 level courses in history but the department will allow up to two 400 level courses (6 units) to count
138 towards the degree. Additionally, students may apply no more than 6 units of History 510 (Experiential
139 Learning in Public History) or 6 units of History 699 (Advanced Independent Study in Historical Issues)
140 toward the degree, although they may register for additional semesters of these courses.
141
142 *Course of Study*
143
144 Students enrolled full-time in the program will proceed with graduate coursework in the following
145 manner:
146
147 **Year One:**
148
149 **First Semester**
150
151 History 601: The Philosophy and Practice of History (3 Units)
152 History 501: Historical Perspectives on Media (3 Units)
153 History 500 or 600 level seminar or approved elective
154
155 **Second Semester**
156
157 History 502: History and Applied Media Technology (3 Units)
158 History 512: Teaching History: Theory and Practice or approved elective
159 History 500 or 600 level seminar or approved elective

160   **Year Two:**

161
162   **First Semester**

163
164   History 510: Experiential Learning in Public History or approved elective
165   History 500 or 600 level seminar or approved elective
166   History 620: Directed Thesis Research, Writing and Media Presentation

167
168   **Second Semester**

169
170   History 500 or 600 level seminar or approved elective
171   History 500 or 600 level seminar or approved elective
172   History 620: Directed Thesis Research, Writing and Media Presentation

173
174   *Continuation*

175
176   For a student to continue in the program they must meet the following requirements:

177
178   • Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be
179   placed on academic probation the following semester. If the GPA remains below 3.0 for two
180   semesters in a row, then the student will be dropped from the program.
181   • Students must be continuously enrolled unless they apply for a leave of absence. Students who
182   are not continuously enrolled or who have a leave of absence longer than two semesters are
183   dropped from the program and must reapply.
184   • All the requirements for the degree are to be finished within five years after matriculation into the
185   graduate program. Authorized leaves of absence do not extend the time limit for completion of
186   the degree.

187
188   *Advancement to Candidacy*

189
190   All students must select a main thesis advisor from the tenure-track history faculty based on areas of
191   interest and planned thesis or media project. Students should consult regularly with their advisor
192   regarding course selection and research proposal. Students will also compose a committee of two
193   additional faculty members (at least one must be another member of the history faculty). A student must
194   request to be advanced to candidacy after completing 18 units. To be advanced to candidacy, the student
195   must do the following:

196
197   • Form a thesis or media presentation committee and submit to the committee approval form with
198   copies to committee members and the history graduate coordinator.
199   • Submit a thesis or media presentation proposal (750 words excluding working bibliography) to
200   committee members that states the topic, a working thesis, the nature of the project, and
201   establishes that the project can be successfully completed.
202   • Receive approval on the proposal from all committee members.
203
204   *Thesis or Media Project Requirement*

205
206   Students may opt either to complete the degree with a thesis or a media project. A thesis is comprised of
207   a primary source-based research paper that makes an original and substantial contribution to historical
208   scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to
209   the topic under investigation.

210
211   Alternatively, students may submit a media project that applies new media techniques to the delivery of a
212   primary source-based research project. In this instance, students will prepare a New Media presentation
213   (i.e. a substantial website project, a video or film project, a digitized database, or an archival project) that

214 will be accompanied by a written analysis that discusses the media project and demonstrates how the
215 project both exhibits the appropriate grasp of related secondary materials as well as makes an original,
216 primary source-based contribution.
217
218 *I. Total Number of Units:*
219
220 Master of Arts in History (30 Units)
221 *Core requirements: (15 Units)*
222
223 History 501: Historical Perspectives on Media (3 Units)
224 History 502: History and Applied Media Technology (3 Units)
225 History 601: The Philosophy and Practice of History (3 Units)
226 History 620: Directed Thesis Research, Writing, and Media Presentation (6 Units)
227
228 In some rare circumstances, the department may allow by petition substitutions for History 501 and/or
229 502.
230
231 *Electives (15 Units)*
232 Students must take 15 units of history graduate electives.
233
234 • Course work may include no more that two 400 level courses that must be approved by either the
235 Graduate Coordinator or Thesis Advisor (6 units)
236 • Students may include no more than 6 units of the following: History 510: Experiential Learning
237 in Public History (3 units) and/or History 699 a,b,c: Advanced Independent Study in Historical
238 Issues (1-3 units)
239 • Students may include up to three units of 400, 500, 600 level courses taken from another
240 department if approved by petition. It is possible, in some specific cases, that students may be
241 allowed to petition to take limited additional graduate credits outside of the Department of
242 History.
243
244 *II. Course Descriptions:*
245
246 *History 501: Historical Perspectives on Media (3 Units)*
247
248 This course explores the history of media communication and popular culture as well as the relationship
249 between the change in media over time and the messages that they convey. Advanced undergraduates
250 interested in taking this course should consult with instructor.
251
252 *History 502: History and Applied Media Technology (3 Units)*
253
254 This course is designed to introduce students to various techniques in applying media technology to
255 present historical research and interpretation. Course may include, but is not limited to, online
256 instructional techniques, web-based archival preservation or museum presentations, multimedia
257 presentations of historical findings, and video presentations of historical topics. Advanced
258 undergraduates interested in taking this course should consult with instructor.
259
260 *History 510: Experiential Learning in Public History (3 Units)*
261
262 An introduction to the field of public history, combining graduate level training in the theory and
263 methods of public history with a minimum of 30 hours of an internship in a field placement. This
264 course will consider issues in archival techniques, museum exhibition, oral history, historical
265 preservation, and local history. Advanced undergraduates interested in taking this course should consult
266 with instructor. May be taken for credit twice.
267

268   *History 512: Teaching History: Theory and Practice* (3 Units)
269
270   An introduction to the issues and techniques involved in the effective teaching of history at all levels.
271   The course will cover the historical context of history teaching; major themes in world and U.S. history;
272   and methods that teachers can use to involve students in actively learning about the past.   Special
273   emphasis will be placed on the use of technology in the classroom.   Advanced undergraduates
274   interested in taking this course should consult the instructor.
275
276   History 513: *History Teaching Practicum* (1-3 Units)
277
278   Practical applications of teaching history in the college or university classroom for graduate teaching
279   assistants. Consent of Instructor required for enrollment.
280
281   History 518: *Advanced Seminar in Ancient History* (3 units)
282
283   Exploration of primary and secondary sources and advanced research on a topic in Ancient History.
284   Advanced undergraduates interested in taking this course should consult with instructor. May be taken up
285   to four times for credit as topics change. Same topic may not be repeated for credit.
286
287   *History 528: Advanced Seminar in European History (3 units)*
288
289   Exploration of primary and secondary sources and advanced research in the historical literature of a topic
290   in European History.   Advanced undergraduates interested in taking this course should consult with
291   instructor. May be taken up to four times for credit as topics change. Same topic may not be repeated for
292   credit.
293
294   *History 538: Advanced Seminar in United States History (3 units)*
295
296   Exploration of primary and secondary sources and advanced research on a topic in United States History.
297   Advanced undergraduates interested in taking this course should consult with instructor. May be taken up
298   to four times for credit as topics change. Same topic may not be repeated for credit.
299
300   *History 558: Advanced Seminar in Latin American History (3 units)*
301
302   Exploration of primary and secondary sources and advanced research on a topic in Latin American
303   History. Advanced undergraduates interested in taking this course should consult with instructor. May
304   be taken up to four times for credit as topics change. Same topic may not be repeated for credit.
305
306   *History 568: Advanced Seminar in Asian History (3 units)*
307
308   Exploration of primary and secondary sources and advanced research on a topic in Asian History.
309   Advanced undergraduates interested in taking this course should consult with instructor. May be taken up
310   to four times for credit as topics change. Same topic may not be repeated for credit.
311
312   *History 578: Advanced Seminar in African History (3 Units)*
313
314   An examination of the dominant historiographical themes and issues and advanced research on a topic in
315   African history. Advanced undergraduates interested in taking this course should consult with instructor.
316   May be taken up to four times for credit as topics change. Same topic may not be repeated for credit.
317   .

318   *History 588: Advanced Seminar in Middle Eastern History (3 Units)*
319
320   Exploration of primary and secondary sources and advanced research on a topic in Middle Eastern
321   History. Advanced undergraduates interested in taking this course should consult with instructor.   May
322   be taken up to four times for credit as topics change. Same topic may not be repeated for credit.
323
324   *History 591: Advanced Seminar in World History (3 Units)*
325
326   Exploration of primary and secondary sources and advanced research on a topic in World History.
327   Advanced undergraduates interested in taking this course should consult with instructor.   May be taken
328   up to four times for credit as topics change. Same topic may not be repeated for credit.
329
330   *History 592: Advanced Seminar in International History (3 Units)*
331
332   Exploration of primary and secondary sources and advanced research on a topic in International History.
333   Advanced undergraduates interested in taking this course should consult with instructor.   May be taken
334   up to four times for credit as topics change. Same topic may not be repeated for credit.
335
336   *History 601: The Philosophy and Practice of History (3 Units)*
337
338   Course explores the nature of historical inquiry, historiography, particularly an overview of the different
339   genres of history, and methods of research used in advanced historical writing. Students will be
340   introduced to core philosophical debates about the historical method and texts that exemplify different
341   types of historical writing as well as library and archival skills required for advanced historical research.
342
343   *History 620: Directed Thesis Research, Writing, and Media Presentation (3 units)*
344
345   Faculty supervision of the research and writing of the thesis project and/or development of the media
346   presentation of research findings. May be taken up to four times for credit. (Credit/no credit)
347
348   *History 621 a, b, c Thesis Research, Writing, and Media Presentation Continuation (1-3 Units)*
349
350   Continuation of faculty supervision of the research and writing of the thesis project and/or development
351   of the media presentation of research findings. Only six units of credit may be counted toward the
352   degree. (Credit/no credit)
353
354   *History 699A, B, C: Independent Study in Advanced Historical Issues (1-3 units)*
355
356   Intensive Independent study of advanced historical issues based on secondary and/or primary sources.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROGRAM PROPOSAL - Form P

COLLEGE **Arts and Sciences**

Discipline **History**

X New Major	_____ New Option
_____ New Minor	_____ New Certificate
_____ New Credential	_____ New Track, Emphasis
	or Concentration

_____ Change to Program
_____ Delete Program
_____ Discontinue Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: Master of Arts in History

Enter a brief summary of the purpose of this proposal.

The purpose of this proposal is to seek approval for a Master of Arts in History to begin in Fall 2006. The Department of History has designed a program which will address a variety of student needs and demands. Both surveys of potential students and employers have demonstrated strong interest in our planned degree. Additionally, our degree is planned to require an applied component and encourage students to develop skills in new media technology to research, preserve, and deliver historical content to the public. This would be the first program of its nature west of the Mississippi and the third in the nation to offer an advanced history degree with a technological component.

Does this proposal impact other disciplines? ___X___ Yes _____ No

This proposal may slightly impact the departments of Communication and Visual and Performing Arts in that our students may want to take electives in those fields. However, our program is focused on History and only brings in new media technology as a tool to preserve and convey history. We will draw on department strengths in offering this applied component and the new hire that is slated in the blueprint for this program.

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

VPA		3/29/04	X Support _____ Oppose
Discipline	Signature	Date	
			_____ Support _____ Oppose
Discipline	Signature	Date	
			_____ Support _____ Oppose
Discipline	Signature	Date	

If additional space is needed to complete this form, use supplementary sheets.

REVIEW PROCESS

Originator (Please Print)		3/24/05	Library and Information Services	11-1-05
		Date		Date
Program/Center/Department - Director/Chair		3/24/05	Computing & Telecommunications	12/5/05
		Date		Date
College Curriculum Committee		2/24/15	Campus Physical Planning (if applicable)	
		Date		Date

APPROVAL PROCESS

1.		2/28/05	4.	
College Dean (or Designee)		Date	Vice President for Academic Affairs (or Designee)	Date
2a.		12/5/05	5.	
Academic Planning and Policy Committee GCC		Date	President (or Designee)	Date
2b.			6.	
Budget and Long Range Planning (if applicable)		Date	Date to Chancellor's Office	
3.				
Academic Senate		Date		

Office of Academic Programs

Rev.#4 – 3/5/01

PROGRAM ABSTRACT - Form A

Proposed Degree Title: _____ in _____
                       B.A., B.S., M.A., M.S., etc.   Discipline

COLLEGE _____   Proposed Implementation Date _____

About the A-Form.

Background: New baccalaureate and graduate-level degrees must be approved by the Chancellor's Office. Every January, CSU campuses send updated University Academic Master Plans (or UAMPs) to the Chancellor's Office, which are then approved by the Board of Trustees at their March meeting. When the Board of Trustees approves a campus request to add a new program to the UAMP, it authorizes the campus to submit a formal proposal to the Chancellor's Office for establishing such a degree program.

Purpose: The A-Form is used to propose the addition of a new baccalaureate or graduate degree to the UAMP.

Process: After review by the appropriate college curriculum or planning committee in the Spring semester, A-Forms are sent to Academic Programs at the beginning of the Summer. The forms are distributed to key University officers (including all members of Provost's Council and the President's Cabinet) over the Summer for information dissemination, review and feedback. The feedback received as a result of this distribution is provided to proposers as it is received during the Summer (to inform development of the program proposal) and to the Budget and Long-range Planning Committee (BLP) at the beginning of the Fall semester.

Outcomes: BLP reviews the A-Forms and the feedback collected by Academic Programs, and makes recommendations as to whether programs should be added to the next UAMP. Placement of a program on the UAMP is the campus-level authorization to proposers to submit a complete new program proposal (via a P-Form). Comments from BLP are sent back to the proposal originator to inform the final design and plan for the proposed program. The A-Form, Summer reviewer feedback, and BLP comments are additionally used to prepare a summary statement for the Chancellor's Office, which is required for any addition to the UAMP.

Directions.

- Fill in the degree title, college and implementation date above.
- Attach a program abstract addressing items 1-4 to this form.
- Identify the program proposer and obtain the department chair or program director signature below.
- Submit the abstract and the Form A to the college curriculum or planning committee. (Check with the college for submission deadlines.)

1. Description: Briefly describe the essential features of the curriculum that will be developed.

- If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion.
- If the new degree program is not commonly offered as a bachelor's or master's degree, provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students.

2. Mission: How will this program benefit the college, university, region and/or state? How is it aligned with the College and University Mission and Vision?

3. <u>Demand</u>: What evidence is there of adequate student demand and/or regional need for this program?

[Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as "Broad Foundation Programs" for which societal need and student demand are not "the preeminent criteria" for offering baccalaureate programs.]

Preliminary evidence of adequate student demand for the proposed program should include

    (i)   A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at http://www2.assist.org/browseAreas.do),

    (ii)   A list of neighboring institutions, public or private, currently offering the proposed degree major program,

    (iii) Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and

    (iv) Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

4. <u>Resources</u>: Give preliminary estimates of the following resources needed to implement the program:
- Additional faculty positions;
- Additional resources required for program administration (e.g., release time for a Chair or Director);
- Additional staff support;
- Additional space requirements; and
- Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).

Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation?

5. <u>Relation to Existing Programs</u>: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, resources).

REVIEW PROCESS

1. _____ _____
    Originator (Please Print)   Date

2. _____ _____
    Program/Department Director/Chair   Date

3. _____ _____
    College Curriculum/Planning Committee   Date

4. _____ _____
    College Dean (or Designee)   Date

5. _____
    Date to Academic Programs