

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Lander University

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

Lander University would like to add an emphasis in Public History to our existing BS in History program.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Lander currently offers these degree programs in history: BA in History, BS in History, and BS in History with certification in Social Studies secondary education.¹ Lander wishes to keep these programs and add a BS in History with an emphasis in Public History.

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

BS in History with an emphasis in Public History

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2020

CIP Code: 540101

Current delivery site(s) and modes: Lander University's main campus; Traditional/face-to-face

Proposed delivery site(s) and modes: Lander University's main campus; Traditional/face-to-face

¹ For more than a decade, Lander's history secondary education program has been nationally recognized by the National Council of Social Studies (NCSS), a status that NCSS reaffirmed in January 2020. Lander acknowledges that we need to file a Notification of Change Form with CHE to have consistency in the name of this program on the CHE Inventory since it appears as B.S. in History, Emphasis in Teacher Education. We will do that for the next available approval cycle.

Program Contact Information (name, title, telephone number, and email address):

Dr. Lucas McMillan
Dean, College of Behavioral & Social Sciences
Lander University
320 Stanley Ave. Greenwood, SC 29649 smcmillan@lander.edu 864-388-8275

Institutional Approvals and Dates of Approval:

| | |
|---|---------------|
| Department of History & Philosophy | Oct. 25, 2019 |
| Dean, College of Behavioral & Social Sciences | Oct. 26, 2019 |
| Undergraduate Programs Committee | Oct. 31, 2019 |
| Faculty Senate | Nov. 5, 2019 |
| Provost & Executive VP for Academic Affairs | Nov. 6, 2019 |
| President | Nov. 13, 2019 |
| Lander University Board of Trustees | Dec. 17, 2019 |

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The rationale of the BS in History with an emphasis in Public History is to equip students for either employment in a public history-related field, such as archives, museums, National Park Service, or for further training in public history at the graduate level. Students interested in these careers or graduate school in this area would be the target audience for this program. In particular, this emphasis would serve students who are interested in history but would like a clear career path. The objective of this program is to impart to students aspects of historical knowledge that are in particular demand and the skills needed to apply that knowledge for success in a public history career. Thus, this program would support the University's vision as well as pillar four of Lander University's strategic plan of producing "graduates who are gainfully employed or admitted to graduate school."

The emphasis consists of 18 hours of coursework. Twelve hours would focus on gaining greater knowledge of the field of public history, developing historical and theoretical knowledge particularly relevant to public history, and gaining practical experience related to public history through guided research or internships. The other six hours would be devoted to obtaining skills outside of the discipline of history that would help students to better interact with the public. Three of these hours would be taken from the "Collaboration and Communication" category and three hours from the "Technology" category. When compared with the BS in History, this curriculum has 6 hours outside of history and narrows the choices of upper-level electives. The BS in History has a total of 36 hours whereas the BS in History with this emphasis has a total of 39 hours. A total of 120 hours is required for the B.S. in History, with or without this emphasis.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

History majors – and more pointedly their parents – who ask, "What can I do with a History degree?" are often surprised to hear about the array of opportunities this degree can afford them. According to the American Historical Association, about half of all History majors nationwide go on to graduate school, pursuing either a master's or Ph.D. About 20% become teachers. Of the remaining 30%, about half go on to careers in "Public History." The most common of these careers involve things like working in museums, archives or libraries, or at National or State Parks, or historic sites. Other possibilities include historic preservation, or archaeology. Others make their way to more niche jobs like documentary film-making or consulting on unique historical projects.

The U.S. Department of Labor's *Occupational Outlook Handbook* (OOH), <http://www.bls.gov/ooh>, reports that there are 35,900 jobs for archivists, curators, and museum workers in the nation and that this is growing at a rate of 9% between 2018-2028, faster than average. The OOH reports that this would be 3,300 new jobs.

Career One Stop, www.careeronestop.org, a website of the U.S. Department of Labor, provides the following projected employment statistics for our state and the nation:

| Occupation | State | | National | |
|-----------------------------------|--------------------------------|--|--------------------------------|--|
| | Expected Number of Jobs (2016) | Employment Projection (2026) and % of increase (2016-2026) | Expected Number of Jobs (2018) | Employment Projection (2028) and % of increase (2016-2026) |
| Archivist | 90 | 100 (16%) | 7,800 | 8,500 (9%) |
| Curator | 150 | 170 (9%) | 13,700 | 15,000 (10%) |
| Museum Technicians & Conservators | 150 | 160 (6%) | 14,400 | 15,700 (9%) |

Graduates with degrees in disciplines within the humanities and social sciences are well positioned for career success. The American Academy of Arts & Sciences (AAAS) finds that workers with a bachelor’s degree in these areas have median annual earnings of \$52,000 (humanities) and \$53,000 (social sciences). The AAAS report makes the point that gender plays a large part in this information since women continue to earn substantially less than their male counterparts and women are more likely to have degrees in these disciplinary areas when compared to a discipline such as engineering. Humanities bachelor’s degree holders are employed in many sectors of the economy, with one-third employed in office, sales, or service jobs and 14% were employment in management positions. Management/supervision and sales/purchasing/marketing/customer service were the two “principal activities” of persons who have a bachelor’s degree in the humanities.²

Tourism is South Carolina’s biggest industry and had a \$22.6 billion impact in 2018 and has grown for the past six years.³ Some tourism in South Carolina is tied to the unique history of our state and many localities, so public history professionals would connect to the growing number of people who visit our state. This is one reason that one course at Lander will focus on the history of upstate South Carolina from the colonial era to the present

When compared with the national figures from the American Historical Association, the recent trends at Lander have pointed even more towards public history. Only about 20-25% of Lander’s History graduates go on to graduate school, while another 20-30% become teachers. Of the remaining 40-50%, many show an interest in careers in public history.

Recent graduates include those who have gotten jobs in local and state museums and libraries; at state and national parks; and who have gone on to graduate school in public history or historic preservation. Up to now, those students graduated with a History degree, without any specialized training in public history per se. Alumni that responded to our inquiries assert that this emphasis would enhance skillsets that would further the likelihood of beginning a successful career or being accepted into graduate programs. For example, this proposed program would make it more likely that Lander could send its alumni to the graduate programs in

² American Academy of Arts & Sciences. *The State of the Humanities 2018: Workforce & Beyond*. https://www.humanitiesindicators.org/binaries/pdf/HI_Workforce-2018.pdf

³ Emily Williams, “Economic impact of tourism in SC grew again, reaching \$22.6 billion last year,” *The Post and Courier*. Feb. 18, 2019. https://www.postandcourier.com/business/economic-impact-of-tourism-in-sc-grew-again-reaching-billion/article_32269c48-2e31-11e9-816d-771fa7777b39.html.

public history or digital humanities currently offered by The College of Charleston and The Citadel (joint program), University of South Carolina-Columbia, and Clemson University.

Several years ago, Lander introduced the HIST 380: Introduction to Public History course that has been popular with students. For many years, Lander has offered an option for student internships. Student interest in such internships—along with department, college, and university mission statements supporting such student engagement—has increased considerably. Internships in history have included many placements within public history such as museums, cultural centers, and historical sites near Lander’s main campus (at Greenwood’s Museum and Railroad Center and the Ninety Six National Historic Site), further away (in Anderson and Greenville), and in Washington, D.C. at the Smithsonian Institution and at the National Archives.

As these national, local, and campus trends point towards the growing prominence of public history, Lander University seeks to meet the demand of students for a program that will better prepare them for careers and/or graduate school in this area.

Additional Feedback from Lander University Alumni, Prospective Employers, and Professionals in the Field

This proposal has the support of alumni working in the public history field, prospective employers, and professionals in the field. The quotes below come from e-mails to our History faculty:

Adrian Stewart

Interpretative Ranger – Ninety Six National Historic Site, U.S. National Park Service

“I feel that public history programs can open their eyes to the career and job possibilities outside of academics, to places such as museum, historic sites, and parks. It would also help put them on the path of learning how to ‘translate and interpret’ history so that it grabs the attention and is understandable to the public, thus allowing the public to understand why they should care. By making history more accessible and bringing it to life for them, we can learn lessons from the past together.”

NOTE: Ms. Stewart has worked with Lander interns and Lander alumni over the past few years.

Dr. Fritz Hamer

Curator & Archivist –S.C. Confederate Relic Room and Military Museum, South Carolina State Museum

"Undergraduates can gain a better understanding of what the Public History field entails, that it’s not about teaching necessarily but about how history can be used in other ways to educate, preserve and interpret our history to the general public. (Something that we need more than ever now that our schools seem to be deemphasizing history in the classroom).

Undergraduates can find out how history research is used to preserve our historic landscapes and structures, what historical editing is all about and the principles behind how historical editing is practiced. What does a museum curator do and how does someone in a museum do his/her job, whether it is researching an exhibition, finding how to preserve and store artifacts or documents, and some of the pit falls that can befall museums even if they use the best academic research and interpretation. Public history is also an avenue to learn about how archaeology and history can combine their separate disciplines to interpret a site in a broader manner, such as using the historic documents and combine that with the remains recovered in an archaeological site to better understand how common people and the enslaved lived. Since few in these social structures left their own written record, archaeology can be one of the best ways to discover how their lives were lived.

Students who take a concentration in Public History gain knowledge that makes them better researchers who know how to use both historic sources combined with knowledge of current laws and regulations to protect historic sites and structures. Employers will find this skill valuable if they are trying to find people that can work with historic sources while combining that with the current laws and regulations of the communities they work in. Such graduates will have gained background in using history and applying their knowledge to modern day settings that can make history more relevant to laymen.”

*Hilary Brannock (Lander Class of 2010)
Staff Member, South Carolina State Museum*

“If a public history emphasis had been offered when I was a student, I would have jumped at the chance to enroll. Taking classes in public history might have led me to the museum field sooner. In today’s world where an emphasis is placed upon STEM, I’m worried that future generations will not know just how important it is to study history. The benefits to a student completing a public history program include: learning how to write grants; experience in creating an exhibit; understanding how to take care of historic objects; getting a younger generation interested in the museum world and understanding why museums are vital to our future.”

*Jesse Garbowski (Lander Class of 2012)
Project Manager – Imagine Exhibitions, Inc.
(formerly Cyclorama Digital Interactive Exhibition Manager –Atlanta History Center)*

"Public history program curriculum offers advanced classes in a variety of fields. I’ve found many lack a general introduction to what is offered in the public history sector. By the time you get to an advanced degree, you do not want to be experimenting with the options, you want to know your specific track. If a concentration in public history was offered when I attended Lander University, there’s a better chance I would have finished my advanced degree earlier, and with a more specific end goal in mind. While public history is a rewarding field, the job market dictates that you need your skills are catered directly to one of the many fields you learn in a program. As former employer in the non-profit sector, I would have hired an intern from an undergraduate program, which frequently could lead to a job. Now in the for profit sector, I specifically look for graduates who’s education is as specific to the role as possible. Having someone with a public history concentration really demonstrates that they want to work in this field.

*Sydney Shephard (Lander Class of 2019)
Staff Member – Ninety Six National Historic Site, U.S. National Park Service*

“I definitely think that a public history program would have been beneficial during my time at Lander.”

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

No agreements or Memoranda of Understanding (MOUs) are currently in the works.

Description of the Program

| Projected Enrollment | | | | | | |
|----------------------|----------------|---------|------------------|---------|------------------|-------|
| Year | Fall Headcount | | Spring Headcount | | Summer Headcount | |
| | New | Total | New | Total | New | Total |
| 2020-2021 | 5 | 9 (4) | 0 | 9 (4) | 0 | 0 |
| 2021-2022 | 5 | 20 (10) | 0 | 20 (10) | 0 | 0 |
| 2022-2023 | 6 | 22 (6) | 0 | 22 (6) | 0 | 0 |
| 2023-2024 | 10 | 26 | 0 | 26 | 0 | 0 |
| 2024-2025 | 10 | 31 | 0 | 31 | 0 | 0 |

Explain how the enrollment projections were calculated.

Over the last five years, incoming freshmen declared as History majors at Lander has ranged 16 to 23. Each semester, we also have several students change into the History major from other degree programs. With some fluctuation, our total number of History majors (including BA, BS, and BS with certification in Social Studies secondary education) has been 70 to 80. The numbers above are estimates based on these trends, and accounting for some overall modest growth of the History program and the emphasis in public history as student awareness and interest in the program increases.

This new program would attract new students to the department, as evidence by the “new” column in the Fall Headcount of the table above. However, in the first two years of the program, we estimate that some current History students would switch to the BS in History with an emphasis in public history. As an example, we estimate that 4 existing/continuing students as well as 5 new students would be a part of this new emphasis in fall 2020. In fall 2021, these 9 students would be joined by 5 new students and 6 existing/continuing students who changed into this emphasis for a total of 20 students. For clarity, the table above lists the number of existing/continuing students in parentheses since they generate no new tuition. With existing/continuing students changing into this new program, it is possible that students could complete this emphasis as early as spring 2022. The above table shows that Lander recognizes that this program will attract new students and that interest in the program will grow over time.

Classes in the emphasis may be offered in the summer, but projected enrollment is not included here because the four-year plan for this degree does not require summer coursework.

This table depicts an *intentionally* conservative estimate on enrollment for two reasons: to protect the University’s financial investment and utilize the expertise of current faculty members, but also to recognize that some History students may take public history courses but not actually complete the emphasis and be within its headcount.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Required Courses

6 hrs.

HIST 380: Introduction to Public History (3 hrs)

HIST 385: Oral and Local History (3 hrs)

or HIST 386: Memory and Memorialization (3 hrs)

Content Electives (choose 6 hrs. from list below) 6 hrs.

HIST 385 or HIST 386 (if not taken to fulfill requirements listed above; 3 hrs)
 HIST 407, 408, and/or 409: Research in History (1 to 3 hrs; no more than 3 hrs)
This must be in a public history-related field.
 HIST 442: Special Topics in Public History (3 hrs)
 HIST 491: Public History Internship (3 hrs)

Collaboration and Communication (choose 3 hrs. from the list below) 3 hrs.

ENGL 275: Business Communications
 ENGL 373: Writing and Research Methods
 MEDA 200: Media Skills
 MEDA 341: Introduction to Public Relations
 POLS 217: Introduction to Public Administration
 SOCI 315: Non-Profit Organizations
 SPCH 101: Speech Fundamentals

Technology (choose 3 hrs. from the list below) 3 hrs.

CIS 102: Application Software
 JOUR 303: Introduction to Web Design
 MEDA 204: Communication Design
 MEDA 219: Communications Photography
 MEDA 311: The Art of the Podcast
 MEDA 351: Social Media
 MEDA 370: Documentary Films

NOTE: The new courses above are HIST 385, 386, 407, 408, 409, 442, and 491. All others are existing courses at Lander University.

It should be noted that the creation of HIST 407, 408, 409 was not necessarily tied to the program modification, but a College of Behavioral and Social Sciences' initiative to offer undergraduate research courses in all academic programs. The history faculty wanted these courses to be options for students in the emphasis in public history due to the likelihood of some students seeking graduate degrees in the future, but these courses would have been created even without this proposal.

Curriculum Changes

| Courses Eliminated from Program | Courses Added to Program | Core Courses Modified |
|---------------------------------|---|-----------------------|
| N/A | HIST 385: Oral and Local History | N/A |
| | HIST 386: Memory and Memorialization | |
| | HIST 407, 408, and/or 409: Research in History (These courses are all the same, with the numbers signifying credit hours such that HIST 407 is 1 hr.; HIST 408 is 2 hrs., and HIST 409 is 3 hrs.) | |
| | HIST 442: Special Topics in Public History | |
| | HIST 491: Public History Internship (3 hrs) | |

New Courses

List and provide course descriptions for new courses.

HIST 385: Oral and Local History

The course introduces students to the most recent work in oral history and methodology with a focus on the history of upstate South Carolina from the colonial era to the present. Students engage in their own local oral history project. Prerequisites: ENGL 102 and any three-hour Behavioral and Social Perspectives general education course. Three credit hours.

HIST 386: Memory and Memorialization

This course will explore how people have remembered and commemorated particular historical events and how memory and memorialization have shaped the political and social realms. It will focus on sites of memory and commemoration, such as museums and battlefields, and the contested nature of how human beings remember history. Prerequisite: ENGL 102 and any three-credit Behavioral and Social Perspectives general education course. Three credit hours.

HIST 407, 408, 409: Research in History

These courses involve students engaging in a student-directed research project on a topic of historical interest. These courses are offered on demand to qualified students. Students may count a maximum of three credit hours of Research in History (HIST 407, HIST 408, or HIST 409) toward major requirements. Prerequisite: Permission of instructor. One to three credit hours.

HIST 442: Special Topics in Public History

This special topics course in public history will include experimental and interdisciplinary topics. This course may be repeated for additional credit as topics change. Prerequisite: Permission of instructor. Three credit hours.

HIST 491: Public History Internship

Students participate in practical work experience related to the study of public history. The internship is supervised by a faculty member. Only three hours of this internship may count toward the Emphasis in Public History, allowing other earned hours to count in Additional Electives. Graded on a pass/fail basis. Prerequisite: Permission of instructor. One to nine credit hours.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

| Program Name and Designation | Total Credit Hours | Institution | Similarities | Differences |
|---|---|--|--|---|
| <p>B.A. in History, Emphasis in Public History</p> <p><i>Please note that this program is NOT on the CHE inventory of four-year programs for spring 2020 (dated Jan. 8, 2020).</i></p> | <p>15 hrs.</p> | <p>Clemson University</p> | <p>Both programs offer an introduction to public history class, opportunities for internship, and courses on local history and the history of memory.</p> | <p>Lander University’s emphasis requires an additional three credit hours. Lander also requires three hours in “technology” related classes and three hours in “collaboration and communication” in order to help students develop technical skills that will help them to succeed in the public history field. When compared with Clemson, the Lander curriculum also provides more options of courses from other disciplines—such as English, Mass Communication and Media Studies, Political Science, and Sociology.</p> |
| <p>B.A. in History, concentration in Public History</p> <p><i>Please note that this program is NOT on the CHE inventory of four-year programs for spring 2020 (dated Jan. 8, 2020).</i></p> | <p>?</p> <p>The USC <i>Academic Bulletin</i> reports that a cognate is at least 12 hrs. Under another major, it says that a concentration could be 6 -15 hrs.</p> | <p>University of South Carolina – Columbia (USC)</p> | <p>The USC website says that the Department of History provides “subject concentrations” but no information could be found on the website or in the <i>Academic Bulletin</i> about how many hours are required for a concentration, only information about minors and specific courses in public history that include HIST 214: The Practice of Public History (an introductory course) and HIST 480: Internship in Public History. Thus, Lander’s program also has an intro course and an internship.</p> | <p>Given the limited information available from the USC <i>Academic Bulletin</i>, we could not determine what differences may exist between the two programs.</p> <p>Lander recognizes that USC has an M.A. in Public History and would be excited to encourage its students to consider this program as well as other similar programs in our state.</p> |
| | | | | |

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new full-time faculty are needed for this program. As the program grows, we expect to need new part-time faculty members in these scenarios: (1) as current full-time faculty members are needed to teach more courses in the Emphasis, part-time faculty would be hired to teach standard History courses, particularly those in Lander's General Education curriculum; (2) part-time faculty members with credentials and work experience in public history or museum studies could be utilized to teach courses within this Emphasis. The costs of these new part-time faculty members is provided in the Budget Justification section.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: \$4,000 is needed annually for new materials related to public history that will add to the Jackson Library's current holdings.

Current Lander faculty are working with librarians to better utilize existing archival materials and papers in the Lander's Jackson Library in the teaching of public history courses.

Equipment: None needed.

Equipment in Lander's Department of Art and Department of Mass Communication and Media Studies may be utilized for this program.

Facilities: Existing spaces will be utilized.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

We anticipate that a percentage of students currently enrolled in the BS in History program will change from that to the BS in History with an emphasis on public history. Similarly, new students transferring or coming to Lander as incoming freshmen will join the public history program rather than the existing BS in History degree. As both programs are part of the history major at Lander, this will not reflect a decline in the program in any way. Rather, we expect the public history emphasis will attract additional students to the major. The plan is to shift some faculty members' workload to provide the emphasis coursework rather than other upper-level History courses, so significant investment in teaching faculty is not necessary.

Financial Support

| Estimated Sources of Financing for the New Costs | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Tuition Funding | \$53,500 | \$107,000 | \$171,200 | \$278,800 | \$331,700 | \$941,600 |
| Program-Specific Fees | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Special State Appropriation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Reallocation of Existing Funds (Tuition of existing continuing students) | \$42,800 | \$107,200 | \$64,200 | \$0 | \$0 | \$214,000 |
| Federal, Grant, or Other Funding | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$96,300 | \$214,200 | \$235,400 | \$278,800 | \$331,700 | \$1,155,600 |
| Estimated New Costs by Year | | | | | | |
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Program Administration and Faculty and Staff Salaries | \$3200 | \$3200 | \$6400 | \$9600 | \$9600 | \$32,000 |
| Facilities, Equipment, Supplies, and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library Resources | \$4000 | \$4000 | \$4000 | \$4000 | \$4000 | \$20,000 |
| Other (specify) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$7,200 | \$7,200 | \$10,400 | \$13,600 | \$13,600 | \$52,000 |
| Net Total (i.e., Sources of Financing Minus Estimated New Costs) | \$89,100 | \$206,800 | \$225,000 | \$264,600 | \$318,100 | \$1,103,600 |

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

The **Estimated Sources of Financing** shows Tuition Funding generated from new students recruited to this program and the Reallocation of Existing Funds shows the tuition from existing/continuing students at Lander that transferred into this program. Therefore, Years 1, 2, and 3 illustrate the funding from new students as well as those who are already at the University.

For these specific numbers of new and continuing students each year, please refer to the Projected Enrollment table that was provided earlier in this report.

The **Estimated Costs** are explained below:

Program Administration & Faculty/Staff Salaries:

Years 1 and 2 = 1 course taught by a part-time faculty member

Year 3 = 2 courses taught by a part-time faculty member

Years 4 and 5 = 3 courses taught by a part-time faculty member

The reason for part-time faculty members is that, in addition to teaching classes for History majors, Lander historians teach many courses in the General Education curriculum. As current full-time Historians are used for this new Emphasis, new part-time faculty members are likely needed to teach HIST courses for a general audience.

Facilities, Equipment, Supplies, and Materials: No costs are likely incurred because equipment in Lander’s Department of Art and Department of Mass Communication and Media Studies may be utilized.

Library Resources: \$4,000 annually for materials related to the public history to add to the Jackson Library’s current holdings.

It should be noted that general overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

Evaluation and Assessment

| Program Objectives | Student Learning Outcomes Aligned to Program Objectives | Methods of Assessment |
|--|--|--|
| Develop the skills necessary to conduct historical reasoning | Demonstrate knowledge, understanding, and analysis in historical reasoning | Exams and assignments in core courses of the History major will continue to measure this goal. The Department uses scaffolding such that expectations for students grow as they move from lower-level to upper-level courses. This culminates in HIST 499: Senior Capstone Seminar. Students in this emphasis will have assignments within HIST 380: Introduction to Public History to measure their historical reasoning skills within public history. |

| | | |
|--|---|--|
| <p>Have the skills and experience to continue their academic study in graduate school or find employment within or outside of the field of history</p> | <p>Demonstrate an understanding of the field of History and pathways toward professional development, either in graduate school or a career</p> | <p>The Department will continue to use projects and assignments in HIST 499: Senior Capstone Seminar to assess career orientation and graduate school preparation for all History majors in any of the program type.</p> <p>An existing measure of the History program assessment is an internship, student teaching experience, or comparative experience in research for History majors. Thus, students in the Public History emphasis would have the same measures from the “Content Electives” category of the curriculum that includes an internship, research experience, or additional content development in HIST 385 or HIST 386.</p> |
|--|---|--|

Will the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
 No

The only tweaks in existing program assessment are (1) to use HIST 380: Introduction to Public History for a measure of knowledge, understanding, and analysis in historical reasoning as part of the first objective; and (2) to use courses within the Content Electives category of the Emphasis curriculum—but utilizing the same measures that would apply for History students. (As an example, HIST 491: Public History Internship is substituted for HIST 490: Internship). In all other ways, students in this emphasis would have the same tools and rubrics used to measure or evaluate their work against the program’s objectives.

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution’s plans to seek accreditation, including the expected timeline.

- Yes
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
 No

Explain how the program will prepare students for this licensure or certification.

N/A

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution’s plans to seek national recognition, including the expected timeline.

ACAP
06/09/2020
Agenda Item 3p

Yes

No



COLLEGE OF BEHAVIORAL & SOCIAL SCIENCES

May 27, 2020

S.C. Commission on Higher Education
Attention: Dr. John Lane, Director of Academic Affairs
1122 Lady Street, Suite #300
Columbia, SC 29201-3245

Dear Dr. Lane:

I am writing in reference to the June 9, 2020 meeting of the Advisory Committee on Academic Programs (ACAP), agenda item 3p, [Lander University, B.S., History, Add Public History Concentration](#).

Lander University's administration has (re)examined this proposal in light of the new social and economic conditions of COVID-19, and after this analysis believe this program proposal is fiscally viable and benefits the citizens of South Carolina.

As the proposal details, Lander seeks to use existing full-time faculty members. Additional costs are minimal and used to pay for a small number of courses that may be needed from part-time faculty members if existing faculty cannot accommodate student demand for HIST courses by majors and in the General Education curriculum.

Lander's existing faculty in History followed in the footsteps of the New York Historical Society during spring 2020 by leading students to chronicle their experiences during a global pandemic. This project used interviews and personal reflections, a hallmark of public history projects, and the Introduction to Public History course is being taught in summer 2020 to meet student demand. Existing faculty members continue to consult with museums and archives on projects. Lander's History alumni continue to work in the field of public history. A recent e-mail provided the news that a young alumna is now Sacred Spaces Program Coordinator with Preserve South Carolina, a non-profit organization dedicated to protecting historic sites.

Additionally, generous donors established the Dr. Benjamin E. Mays Endowed Chair at Lander University in spring 2020. This professorship will further the relationship that Lander enjoys with the Mays Historical Preservation Site in Greenwood through internships and in co-sponsoring special events and programming for campus and community.

For these reasons and those included in the proposal, we look forward to the ACAP discussion. Should you need more information, please contact me at smcmillan@lander.edu.

Sincerely,

Lucas McMillan
Dean, College of Behavioral & Social Sciences