

<b>Social Science Composite BA/BS 2013-2014</b>	
<b>Department of History and Political Science School of Humanities Dixie State University</b>	
<p><b>INSTRUCTIONS:</b> Outline the program courses in the second column of the grid and the Program Learning Outcomes (PLOs) in the second row of the grid. Conceptualize the extent to which each course addresses each PLO.</p> <p>Use the following scoring scheme to indicate whether each PLO is introduced, developed, and/or mastered in the information/material presented to the students for each course.</p>	
<b>I = Introduce</b>	Learning outcomes are introduced at the basic level.
<b>D = Develop</b>	Students are given opportunities to practice, learn more about and receive feedback to develop more sophistication in the outcome.
<b>M = Mastery</b>	Students demonstrate mastery at a level appropriate for graduation.
<p>A course may only introduce an outcome during the course or it may both introduce and develop an outcome. On the other hand, it is possible that a course may not introduce, but rather develop students' knowledge/ability in a given outcome. It is also possible that a course would introduce, develop, and demonstrate mastery of the outcome.</p>	

		PLO 1 Social Science Knowledge	PLO 2 Social Science Research	PLO 3 Communication in Social Science	PLO 4 Critical Thinking/Analysis
<b>Program Courses</b>	GEOG 1000 Physical Geography	I	I	I	I
	GEOG 1300 World Regional Geography	I	I	I	I
	GEOG 4200 Geography of Utah	M	M	M	M
	ECON 2010 Micro Economics	D	I	D	D
	ECON 2020 Macro Economics	D	I	D	D
	POLS 1100 American Government	I	I	I	I
	POLS 2100 Introduction to International Relations	D	I	D	D
	SOC 1010 Introduction to Sociology	I	I	I	I
	SOC 3020 Social Psychology	D	D	D	D

PSY 1010 Introduction to Psychology	I	I	I	I
PSY 2000 Writing in Psychology: APA Style	I	D	M	I
PSY 3120 Cognitive Psychology	D	D	M	D
PSY 3400 Psych of Abnormal Behavior	D	D	M	D
PSY 3710 Behavioral Neuroscience	D	D	M	D
HIST 1500 World History to 1500	I	I	I	I
HIST 1510 World History Since 1500	I	I	I	I
HIST 2700 U.S. History to 1877	I	D	D	D
HIST 2710 U.S. History Since 1877	I	D	D	D
HIST 3000 Historical Research Methodologies	M	D	D	M

HIST 3010 Special Topics in History	D	D	D	M
HIST 3040 Early Modern Britain (1485-1716)	D	D	D	M
HIST 3150 Russian History from 1860- 1924	D	D	D	M
HIST 3160 Russian History 1924-Present	D	D	D	M
HIST 3180 Nineteenth Century Europe	D	D	D	M
HIST 3190 Twentieth Century Europe	D	D	D	M
HIST 3240 British History (1714-Present)	D	D	D	M
HIST 3460 Comparative Asian History	D	D	D	M
HIST 3480 East Asia to 1800	D	D	D	M
HIST 3490 East Asia Since 1800	D	D	D	M
HIST 3550 Culture of East Asia	D	D	D	M

HIST 3620 Hist of Colonial Latin America	D	D	D	M
HIST 3630 History of Modern Latin America	D	D	D	M
HIST 3640 History of Latin American Revolutions	D	D	D	M
HIST 3660 History of Mexico	D	D	D	M
HIST 3670 Slavery & the American Republic	D	D	D	M
HIST 3720 Colonial America (1607- 1763)	D	D	D	M
HIST 3730 The American Civil War and Reconstruction (1848-1876)	D	D	D	M
HIST 3740 Emergence of Modern America	D	D	D	M
HIST 3750 Contemporary America 1941- Present	D	D	D	M

HIST 3870 History of Utah	D	D	D	M
HIST 4310 History of Nationalism	D	M	D	M
HIST 4370 Hist. of Social Mvmnts in Modern America	D	M	D	M
HIST 4400 Introduction to Islam	D	M	D	M
HIST 4490 Nazi Germany and the Holocaust	D	M	D	M
HIST 4700 African- American Hist. 1619-Present	D	M	D	M
HIST 4710 The American Revolution	D	M	D	M
HIST 4720 The New Nation (1789-1848)	D	M	D	M
HIST 4730 Society and Culture in the U.S., 1780-1860	D	M	D	M
HIST 4800R Independent Study	D	M	M	M

	HIST 4890 Senior Capstone	M	M	M	M
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Evaluate the extent to which the program curriculum is coherent and structured in a logical, sequential, and consistent manner, and indicate any possible recommendations here:

The Social Science Composite degree is a challenging program to evaluate in terms of curriculum due to the multi-disciplinary nature of the required course work. It is challenging to construct a consistent set of PLOs and artifact materials within one department of similarly trained colleagues. The Social Science Composite blends six completely distinct disciplines with over 40 faculty members making a consistent evaluation of shared Program Learning Outcomes and quantifiable artifact materials a truly daunting task, particularly for a brand new program in its infancy. Since faculty of these six disciplines never meet in a shared forum or faculty meetings, trying to coordinate efforts seems nearly impossible.

This summer I plan on coordinating communication with other UHE institutions to seek advisement on assignments and surveys that can be utilized to evaluate this program for future assessment reviews.