

New Program Request Form for Bachelor and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. Note: An institution which does not have preliminary authority for the proposed program shall submit a separate request for preliminary authority. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Sam Houston State University
2. Program Name – Bachelor of Science degree with a major in History
3. Proposed CIP Code: 54.0101.00
4. Brief Program Description –

A generation ago SHSU offered a B.S. in History. This program was eliminated because of a departmental decision at that time to require all history majors to meet the additional requisites (in particular, a foreign language requirement) needed to obtain a Bachelor of Arts in History.

As will be demonstrated later in this proposal, the History major also can be an attractive option for pre-medical and pre-dental students who plan careers in medicine and dentistry. Unfortunately, during the years since the B.S. in History was eliminated, no SHSU History majors have pursued post-graduate studies in these health care fields. This program is designed to provide an additional option for pre-medical and pre-dental students who desire to acquire a broad-based liberal arts undergraduate education within the humanities.

The central objective of the program is to improve the quality of future physicians and dentists by offering to them the opportunity of securing a broad based education that will support and complement the scientific and technical knowledge and skills that they will acquire in their post-graduate professional education.

Students will receive a strong foundation in history, including American and World history, as well as the scientific and technical knowledge necessary for a pre-medical or pre-dental degree. Students will also explore history as it relates to science and medicine. This program will require no additional support. The classes already are being offered and have available slots for the projected students. This program will broaden the appeal of a History major.

5. Administrative Unit – Department of History within the College of Humanities and Social Sciences

6. Proposed Implementation Date – Fall 2008

7. Contact Person –

Name: Terry D. Bilhartz

Title: Professor and Chair of History

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Phone: 936-294-1483

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

To meet the projected shortage of medical professionals, the American Association of Medical Colleges has “called on its member medical schools to increase their enrollments, perhaps by as much as 30%.” [see “Increasing the Aggregate Supply of Physicians,” *Academic Medicine*, July 2006)]” With the recent decision at Texas A&M to increase the size of its entering class from 80 to 200 students over the next six years, this expansion already is taking place in Texas.

Students who apply to medical or dental schools must complete certain pre-medical course requirements, but they are not required by these schools to major in any particular field. In fact, selection committees from professional health care institutions encourage the application of students from a diversity of undergraduate majors, including students from the humanities. This encouragement is supported not only by the arguments of medical professionals who warn against an overly technical and narrow undergraduate background, and by the distinguished reputations of former history majors such as Dr. Raphael Pollock (head of the Division of Surgery at M.D. Anderson), but also by recent studies that demonstrate that there are no significant differences in medical board examination

scores between students from traditional and non-traditional fields [see "Performance of Medical Students in a Nontraditional Rural Clinical Program," *Academic Medicine* (July 2006)]. The prospects for pre-medical and pre-dental undergraduate students to secure admission to professional medical and dental schools and thereby to meet the growing health care needs for the next generation of Americans are as bright for students with majors in the humanities as for students with majors in other disciplines.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

This program is designed for the small number of students who plan to attend medical or dental school after graduation, yet who wish to receive the benefits of a strong, liberal arts undergraduate degree within the discipline of history.

Since it is not feasible to meet both the pre-medical or pre-dental requirements and the Bachelor of Arts in History requirements in a 128-hour or less degree program, no previous pre-medical minor from SHSU has attempted to major in history. The reestablishment of the Bachelor of Science in History will increase the options for pre-medical and pre-dental students at SHSU.

A scholarship fund to assist humanities students who plan careers in medicine has been established at SHSU. By providing financial assistance for students with these career goals, the History Department expects to be able to recruit each year a small number of highly qualified undergraduate students with the abilities to develop into competent and caring physicians and dentists.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation.*)

YEAR	1	2	3	4	5
Headcount ¹	3	5	7	9	9
FTSE	3	5	7	9	9

II. Quality

¹ This table assumes the recruitment of three new students per year, two of whom continue in the program after the first year.
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- A. Degree Requirements – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum <i>(bachelor's degree only)</i> <i>Component 1: ENG 164, ENG 165</i> <i>Component 2: MTH 164 or MTH 170 or MTH 142 (4 hrs)</i> <i>Component 3: CHM 138/118 BIO 161/111</i> <i>Component 4: 3 hours from Visual or Performing Arts 3 hours from Literature or Philosophy HIS 265</i> <i>Component 5: HIS 163; HIS 164; POL 261 3 additional hours from POL 3 hours for PSY or SOC</i> <i>Component 6: 1 hour KIN 3 hours of computer science</i>	45 or 46 hours (46 hours if MTH 142 is used to fulfill Component 2)	
Required Courses	43 hours (if MTH 142 is taken to satisfy Core Component 2) 47 hours (if MTH 142 is not taken in core)	
Prescribed Electives	24 hours	
Free Electives	7 hours (at least 5 must be advanced hours)	
Other <i>(Specify, e.g., internships, clinical work)</i>	(if not included above)	
TOTAL	120-123 hours	

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Prefix and Number	Required Courses ²	SCH
HIS 266	World History II	3
HIS 373	History of Science & Medicine	3
HIS 369	The World in the 20 th Century	3
HIS 475	Readings in History	3
BIO 162/112	General Biology II w lab	4
BIO 234	Introductory Cell Biology	3
CHM 139/119	General Chemistry II w lab	4
CHM 238/218	Organic Chemistry I w lab	4
CHM 239/219	Organic Chemistry II w lab	4
CHM 348	Biochemistry	4
PHY 138/118	General Physics I w lab	4
PHY 139/119	General Physics II w lab	4
MTH 142	Calculus I	4
		47 (with MATH 142)

Prefix and Number	Prescribed Elective Courses	SCH
300-400 level HIS courses	3 additional advanced courses in History, at least one of which is at the 400 level	9
BIO 342 BIO 344 BIO 345 BIO 347 BIO 349 CHM339	4 advanced courses in Biology or Chemistry selected from the following options: BIO 342 Vertebrate Anatomy BIO 344 General Physiology BIO 345 Introductory Genetics BIO 347 Microbiology BIO 349 Histology CHM 339 Metabolism	15-16

² Does not include the 17 hours in HIS (163, 164, 265), CHM (138/118) and BIO (161/111) that are listed above in the Core requirements. MTH 142 is required, but this 4 hour course may substitute for the 3 hour math requirement in component 2.

	24-25
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C. **Faculty** – Use these tables to provide information about **Core** and **Support** faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (*Add and delete rows as needed.*)

NOTE: No additional courses or faculty are required to establish a B.S. in History. The History Department currently services about 4000 students per semester and the addition of five students with plans to pursue a B.S. in History will not impact the size of classes or the course loads of the 22 members of the History Department.

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Terry D. Bilhartz Professor and Chair	PhD in History George Washington University	HIS 373/HIS 475	Marginal impact
James S Olson Distinguished Prof	PhD in History SUNY – Stony Brook	HIS 373/HIS 475	Marginal impact
Ken Hendrickson Assoc Prof of History	PhD in History University of Iowa	HIS 373/HIS 475	Marginal impact
Brian Domitrovic Assist Prof of History	PhD in History Harvard University	HIS 369	Marginal impact

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Nancy Baker Assist Prof of History	PhD in History Harvard University	Advanced HIS courses	marginal
Rosanne Barker Assoc Prof of History	PhD in History U of California, Santa Barbara	HIS 163/164 and advanced HIS courses	marginal
Kersten Biehn Assist Prof of History	PhD in History Rice University	Advanced HIS courses	marginal
Robert Bruce Assoc Prof of History	PhD in History Kansas State University	HIS 163/164 and advanced HIS	marginal

		courses	
Ty Cashion Assoc Prof of History	PhD in History Texas Christian University	HIS 163/164 and advanced HIS courses	marginal
Carolyn Crimm Prof of History	PhD in History U of Texas, Austin	HIS 163/164 and advanced HIS courses	marginal
Plus the remaining 10 tenure track faculty in the History Department			

- D. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

Since no additional courses are required for this program, there will be no additional burden placed on the library to support it.

- E. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The Facilities at SHSU are sufficient to support this program.

- F. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

No additional accreditation is necessary

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	Marginal increase
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program,

New Program Request Form for
Bachelor's and Master's Degrees

Page 8

include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date