

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: baccalaureate Program graduate Program

A. General Information

1. Institution: *University of Alabama in Huntsville*

2. Institutional Contact Person: Dr. Stephen Waring
Title: Chair and Professor of History
Telephone: 256-824-2565
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3. Program Identification--
Field of Study/ Program Title: *Comparative Cultures and Conflicts (CCC)*
Degree: *Non-Degree Certificate*
CIP Code:

4. Date of Proposal Submission: *1 November 2016*

5. Proposed Program Implementation Date: *August 2017*

6. Program Administration:
College or School: *College of Arts, Humanities, and Social Sciences (CAHSS)*
Dean: *Mitch Berbrier, Interim Dean, College of Arts, Humanities, and Social Sciences*
Associate Dean: *Andrew Cling, Assoc. Dean, College of AHSS*
Name of Department: *History*
Name of Chair: *Stephen Waring*

Note: Please expand all response fields as necessary.

B. Program Purpose and Description

1. **In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.**

The purpose of the program is to complement the STEM-focused mission of the university by offering post-baccalaureate students a program of study that will establish a global context for their careers in the civilian and military sectors. The program will contextualize the cultural, diplomatic, military, and economic variables that influence various societies around the world and explain how these societies interact with the United States and the global community as a whole.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

The CCC certificate program will serve as conduit for either professional development for those currently working in civilian and military careers that require them to interact with international customers or as a discriminator for those seeking employment when an understanding of global issues would be beneficial. The skill-set developed by the program would fill an important niche for the local workforce. Huntsville's Redstone Arsenal is home to eight major military commands and civilian agencies that work closely with the nation's allies and partners. Finally, the CCC certificate could be earned as part of the MA in History.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent **student learning outcomes** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.

Upon completion of the certificate, students will be able to:

- 1) *Analyze contemporary global patterns to show how various regions and cultures develop over time.*
- 2) *Explain the historical causes and contexts of contemporary conflicts, both within and among states.*
- 3) *Discuss the historical context of U.S. relations and interactions with the world.*
- 4) *Compare the ways nations, groups, and individuals experience conflict.*
- 5) *Practice historical thinking as central to engaged citizenship and leadership.*

- 6) *Communicate historical knowledge and interpretation coherently in writing and in oral presentations.*

C. Need for the Program

1. State need. Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

The economy of North Alabama rests heavily on the defense community and global trade. Besides the eight major military commands and civilian agencies on Redstone Arsenal, there are over two hundred civilian companies in the area that provide contractor support to DoD and other federal entities. The CCC certificate program will enhance the viability of the local workforce enabling it to engage successfully its international customers and the Allies and Partners of the United States Government. Such cultural understanding will become pivotal as the U.S. focuses more on international cooperation and burden sharing to address global challenges to offset fiscal constraints. Moreover, Madison County has many businesses engaged in worldwide trade and has fifty foreign-based companies. By designing a relevant curriculum, convenient schedule, and maximizing distance-learning tools, the CCC certificate program will be appealing to both traditional and nontraditional students and fill an important gap in the offerings of the University of Alabama in Huntsville.

2. Employment Opportunities. Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

We anticipate that most of our students will already be employed either in government, military, or business and will be part-time students. We see the program as primarily pitched to their professional development and rising up their current job ladder rather than first time employment.

-N/A Students in programs already employed

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local						
State						
SREB						
Nation						

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

3. Student Demand - Enrollment projection. Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. *The CCC program will address a significant capability needed by the local workforce (global contextual competency) but not currently provided by UAH or surrounding institutions.*

2. *Understanding cultures and conflicts will address the anticipated growth in security cooperation and burden sharing that will be the cornerstone of U.S. international engagement in the 21st Century.*

3. *A comprehensive, historical-based understanding of societal factors will be advantageous to civilian and military decision-makers.*

4. *Contextualizing global conflicts will cultivate nuanced historical and cultural understanding and contribute to informed policy.*

Please note that letters of support may be included with the proposal.

E. Similar Programs

Using the ACHE Academic Program inventory found at

<http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx>

List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1. *0/none*

2.

3.

4.

5.

6.

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication.

Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

Yes No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

We will consider possible collaborations with other institutions if opportunities become available.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	___ 15 ___
Credit hours required in minor	___ N/A ___
Credit hours in institutional general education or core curriculum	___ N/A ___
Credit hours required in support courses	___ N/A ___
Credit hours in required or free electives	___ N/A ___
Credit hours for thesis or dissertation	___ N/A ___
Total credit hours required for completion	___ 15 ___

To complete the CCC program, students must complete 15 semester hours of the designated graduate History classes; of the 15 hours, 3 semester hours may be from designated Political Science classes. For the designated classes, see the table in 6 below.

2. Will this program be related to other programs at your institution?

Yes.

If so, which ones and how?

The CCC certificate program is designed to stand-alone but could be obtained as part of an MA in history.

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

N/A

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.

No

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

MA Political Science and MA History

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

To complete the CCC program, students must complete 15 semester hours (3 semester hours of which may be from Political Science classes) selected from the following:

Course Number and Title	Number of Credit Hours	* If New Course
<p><i>HY 538 - Modern America (1919-1947)</i></p> <ul style="list-style-type: none"> • <i>Impact of World War I, Great Depression, World War II, origins of the Cold War</i> 	3	
<p><i>HY 539 - Recent American History (Since 1947)</i></p> <ul style="list-style-type: none"> • <i>Cold War, McCarthyism, Korean War, Vietnam War, War Powers Act, Detente, Arms Control, 9/11, War on Terror</i> 	3	
<p><i>HY 540 - FOREIGN REL U.S. SINCE 1920</i></p> <ul style="list-style-type: none"> • <i>World wars, peace policies, arms control, trade policy, arms trade, decolonization, CIA, regime change, Cold War, War on Terror</i> 	3	
<p><i>HY 545 - COMPARATIVE MILITARY POLICY & STRATEGY</i></p> <ul style="list-style-type: none"> • <i>Comparative analysis of the military policy and strategy of states and empires in World History</i> 	3	
<p><i>HY 572 - US MILITARY HISTORY SINCE 1920</i></p> <ul style="list-style-type: none"> • <i>World War II, Cold War & NATO, military-industrial complex, counter-insurgency, Korean and Vietnam wars, War on Terror</i> 	3	
<p><i>HY 573 - U.S.-LATIN AMERICAN RELATIONS</i></p> <ul style="list-style-type: none"> • <i>Wars, military interventions, covert operations, economic interactions, cultural exchanges, immigration</i> 	3	*
<p><i>HY 575- SECTARIANISM IN THE ISLAMIC WORLD</i></p> <ul style="list-style-type: none"> • <i>Early islamic "civil wars," Ottoman-Safavid struggles, discrimination, marginalization, political violence, dehumanization in contemporary Islamic world (specifically Lebanon, Iraq, Syria, Turkey and Gulf States)</i> 	3	*
<p><i>HY 576- BEING YOUNG MODERN MIDDLE EAST</i></p>	3	*

<ul style="list-style-type: none"> Youth experiences/construction around WWI, becoming independent, Arab-Israeli Conflict, Cold War, Iranian Revolution and radical Islam, US invasions of Afghanistan/Iraq and the Arab Uprisings 		
<p>HY 585 - NAZI GERMANY AND THE HOLOCAUST</p> <ul style="list-style-type: none"> rise, formation of dictatorship, racial ideology, war and genocide, citizen participation, legacies 		
<p>HY 586 - COMMUNISM AND ITS LEGACIES IN RUSSIA AND EASTERN EUROPE</p> <ul style="list-style-type: none"> early Soviet Communism, Stalinism, Warsaw Pact, resistance and accommodation, fall of Communism, post-Communist legacies 	3	
<p>HY 620 - STUDIES 20TH CENTURY AMERICAN HISTORY</p> <ul style="list-style-type: none"> topics include American imperialism, the world wars, the Cold War, domestic politics relationship with foreign policy. 	3	
<p>HY 645 - READINGS AMERICAN MILITARY HY</p> <ul style="list-style-type: none"> topics include American way of war, changing strategic doctrines, developing world and counter-insurgency, 20th Century wars, War on Terror 	3	
<p>HY 690 - STUDIES IN MODERN EUROPE</p> <ul style="list-style-type: none"> topics include the world wars, the Nazi and Soviet dictatorships, the Cold War and post-communism, and the European Union. 	3	
<p>HY 695 - STUDIES IN WORLD HISTORY</p> <ul style="list-style-type: none"> Possible topics or themes include imperialism/colonialism, comparative revolutions and social movements, environmental disasters and climate change, globalization, trade and commodities, health and disease 	3	
<p>PSC 540- Regional Studies</p> <ul style="list-style-type: none"> politics of Asia, Latin America, the Middle East, or Africa 	3	
<p>PSC 562 - Decision Making in Foreign and Security Policy</p> <ul style="list-style-type: none"> development of U.S. foreign and national security policies 		
<p>PSC 564- American Foreign Policy</p>	3	

<ul style="list-style-type: none"> US foreign policies, their goals and effectiveness 		
PSC 566 National Security Strategy and Policy <ul style="list-style-type: none"> Current strategy and policy, and their effectiveness 	3	
PSC 570- Issues in Security Policy <ul style="list-style-type: none"> Select security-related policy issues 	3	

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

N/A

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

N/A

9. State and list if the program has any special admission requirements. If none, state: "The program has no special admission requirements."

Students must currently hold at least an existing BA or BS with 9 hours of History or International Relations or professional equivalency as determined by the Department

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

The Comparative Conflicts and Cultures Steering Committee, which consists of the department chair and three additional participating faculty members, will assess the Comparative Conflicts and Cultures Certificate Program through two assessment measures, a Capstone Portfolio and a Capstone Presentation, during the final semester of each student's participation in the certificate program.

First, students will prepare a Capstone Portfolio. This portfolio will feature three papers or projects prepared for three different classes completed as part of the certificate program, as well as a cover letter which specifically discusses how the papers included within the portfolio address the first five Student Learning Outcomes (see above). It is not expected that each individual paper address all

SLOs, but the portfolio as a whole must display the student's mastery of each SLO.

The Comparative Conflicts and Cultures Steering Committee will review the portfolio with a rubric, which denotes "outstanding" mastery, "satisfactory" mastery, and "unsatisfactory" mastery. In addition to assessing the first five SLOs, which the student will discuss in the cover letter, the rubric will also assess SLO6, which states that the student will be able to communicate historical knowledge and interpretation coherently in writing. Our target is for 80% of all assessment ratings related to each SLO to be "outstanding" or "satisfactory."

Second, students will complete a Capstone Presentation of approximately 20 minutes in length, which will discuss the papers within the portfolio and the cover letter. Following the Presentation, the Comparative and Cultures Steering Committee will ask the student questions about the student's broader experience within the program.

The Comparative Conflicts and Cultures Steering Committee will use a rubric to assess how well the Presentation displays mastery of the six SLOs, determining either "outstanding" mastery, "satisfactory" mastery, or "unsatisfactory" mastery. Our target is for 80% of all assessment ratings related to each SLO to be "outstanding" or "satisfactory."

We will use data gathered from these assessment ratings to reflect on any necessary changes to our curriculum, advising, and assessment programs.

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a master's or doctoral program (graduate or professional).

The History Department will track its graduates with email lists and social media systems for professionals such as LinkedIn and Academia.edu.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

N/A

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

Courses delivered by a hybrid approach that combines face-to face discussion and examination, with technology-assisted learning. The format would typically a week with online methods and a week with discussion (either in person or via streaming video).

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education_

A minimum of 50%

3. If distance education is not being utilized, please explain why not.

K. Resource Requirements

1. Faculty. Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	4	
Current-Part Time	1	
Additional-Full Time (to be hired)		
Additional-Part Time (to be hired)		

Current Full-Time Faculty:

Dr. Dylan Baun:

Has a M.A. and Ph.D. in Middle Eastern Studies (History, Culture and Society) from the University of Arizona. Speciality is Modern Middle East and Islamic World history. Research and teaching interests include street politics, social movements, violence and the history of youth and young people in the Middle East. Baun's research on youth clubs, street politics and violence in the Middle East provides the foundation for teaching courses on how young people of the Middle East and Islamic World experience and participate in violent encounters (i.e., protests, police crackdowns, wars, etc.).

Dr. Molly Johnson:

Has an M.A. and Ph.D. in Modern European and German History, with subfields in Russian history and comparative women's history, from the University of Illinois, Urbana-Champaign. Core teaching interests include nationalism and ethnicity, state-society relations under dictatorships, protest and resistance, and gender and sexuality in nineteenth- and twentieth-century Europe. Publications include a book and articles on state-society relations in the communist East Germany. Educational background and research and travel experience in Germany and several Eastern European countries provide the foundation for courses on "Nazi Germany and the Holocaust," "Communism and Its Legacies in Russia and Eastern Europe," and "Studies in Modern Europe."

Dr. Nicole Pacino:

Has an M.A. in Latin American and Iberian Studies and a Ph.D. in Modern Latin American History (with minor fields in African history, world history, and gender history) from the University of California, Santa Barbara. Research and teaching fields include Latin American revolutions and social movements, race/ethnicity, comparative gender, and science/medicine. Has published research on U.S.-Bolivian interactions during the Cold War. Educational background and research experience in Bolivia, Ecuador, and the United States provide the foundation to teach classes on U.S.-Latin American relations and world history.

Dr. Stephen Waring:

Has an M.A. and a Ph.D. in Contemporary U.S. History (with minor fields in European politics and culture, and European intellectual history) from the University of Iowa. Research and teaching fields include the 20th Century United States, history of American institutions and public policy, history of the U.S. space program, history of business, social history of technology, cultural history of the American environment. Has published on the history of U.S. business management ideas since 1945, U.S. space history, and the history of technology in the Cold War era. Has the educational and research background to teach classes on contemporary U.S. society, culture, and politics in relation to global contexts.

Current Part-Time Faculty:

Dr. James Isbell:

Has a Ph.D in U.S. Military and Diplomatic History from the University of Alabama. Currently serves as the Political and Military Advisor to the Commander of U.S. Army Space and Missile Defense Command / Army Forces Strategic Command. Served 18 years in the Navy as an Intelligence Officer supporting the Defense Intelligence Agency, U.S. Central Command, and U.S. Pacific Command. Worked closely with U.S. partner and allied militaries in over two dozen nations. Performed two combat tours in Afghanistan. Research interest include nuclear arms control and the evolution of strategic nuclear doctrine.

b) Briefly describe the qualifications of new faculty to be hired.

2. Equipment. Will any special equipment be needed specifically for this program?

Yes No

If "Yes", please list:

The cost of the new equipment should be included in the table following (Section K.).

3. Facilities. Will any new facilities be required specifically for the program?

yes no

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

yes no

Please provide a brief description of the current status of the library collections supporting the proposed program.

The UAH Salmon Library has solid book collections in areas where the UAH History Department has taught courses over a long period. Strong areas include U.S. history, U.S. foreign relations, 20th Century American wars including the Cold War, contemporary European history, World War I and World War II, and Communism. Recently, the History faculty have worked with the library and Humanities Center to build collections in Latin American history. Now we are building a collection in Modern Middle Eastern history. The library has basic book collections in Africa, East Asia, and South Asia. The Salmon Library subscribes to the NetLibrary Ebsco eBook Collection, which has useful titles related to the CCC. The library also has an excellent collection of online journal databases in history, including JSTOR, Project MUSE, Proquest: History, the History Reference Center, the History Cooperative, and the Opposing Viewpoints Resource Center.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

yes no

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of \$ in estimated new funds will be required to support the proposed program.

A projected total of \$ will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama Huntsville
 PROGRAM History Cultures and Conflicts Certificate (CCC)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
LIBRARY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
FACILITIES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EQUIPMENT	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
ASSISTANTSHIPS	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>
TOTAL	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>
EXTRAMURAL	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>
TUITION	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>
TOTAL	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>0</u>

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	<u>5-YEAR AVERAGE</u>
FULL TIME HEADCOUNT	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>2.2</u>
PART TIME HEADCOUNT	<u>2</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>4.8</u>
TOTAL HEADCOUNT	<u>3</u>	<u>6</u>	<u>12</u>	<u>14</u>	<u>14</u>	<u>9.8</u>
NEW ENROLLMENT HEADCOUNT	<u>3</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4.2</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>2.8</u>