

June 6, 2025

CCN History Subcommittee

Agenda Item #5 CCN History Recommendation Report

Summary:

This report shares the alignment recommendations from the 2025 CCN History Subcommittee, for the United States History course sequence (I, II, III).

Staff Recommendation:

HECC staff recommends approving these courses as outlined in the report. These courses will be shared with colleges and universities and will appear in course catalogs for the academic year 2026-27.

Recommended Motion:

Move to approve the 2025 CCN History Recommendation Report.

Summary of 2025 CCN History Subcommittee Recommendation Report

The following provides a summary of the 2025 Recommendation Report from the CCN History Subcommittee.

Recommendation

Course Number and Subject Code: HST/HIST 201Z

Course Title: United States History I

Course Credits: 4

Course Description: Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.

Course Learning Outcomes:

1. Evaluate a variety of historical sources to the early 1800s.
2. Describe continuities and changes in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Course Number and Subject Code: HST/HIST 202Z

Course Title: United States History II

Course Credits: 4

Course Description: Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.

Course Learning Outcomes:

1. Evaluate a variety of historical sources from the early 1800s to the early 1900s.

2. Describe continuities and change in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Course Number and Subject Code: HST/HIST 203Z

Course Title: United States History III

Course Credits: 4

Course Description: Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.

Course Learning Outcomes:

1. Evaluate a variety of historical sources from the 1920s forward.
2. Describe transformations and continuities in American history since the 1920s (e.g., political, social, economic, cultural). OR
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Chart approved by CCN History Co-chairs Niki Theis-Coulter and Mason Tattersall.

2025 CCN Subcommittee Majority Recommendation Report History

Authors of the Report

Niki Theis Coulter (Rogue)
Thomas Nejely (Klamath)
Mason Tattersall (OSU)

Cochairs

Niki Theis Coulter (Rogue)
Mason Tattersall (OSU)
June 6, 2025

Date of last meeting

June 6, 2025

Plans for next meeting

This group will be aligning the Western Civ/World History sequence, next year (2026).

Overview

The following information represents the alignment work and discussions that focused on HST 201, HST 202, and HST 203, aka the US History sequence of courses.

The committee began by collecting data from colleges and universities from around the state and followed this up by reviewing recommendations on best practices from the American Historical Association and other bodies. We decided to begin our work with the simpler aspects of alignment such as course designators and numbers, and then moved on to titles, course descriptions, learning outcomes, and finally credits.

Course subject codes and numbers were already largely uniform across the state, as were course titles. Course descriptions required more extensive discussion, drafting, soliciting feedback from institutions, and collaborative refining. After this collegial and deliberative process we arrived at a set of descriptions that we believe will be most helpful for students across the state.

Course learning objectives were, likewise, the result of an extensive process of research, discussion, institutional feedback, and collaborative work, resulting in learning objectives that we believe will best serve students across the state. Our discussion of course credits acknowledged the burden that some institutions will face in changing the number of credits, but our ultimate decision was based on what would be best for students across the state based on the course descriptions and course learning outcomes, as well as for pedagogical reasons and considerations of course-load requirements, financial aid, and other various impacts..

Our final meeting of the academic year was on Friday June 6. We will reconvene in September if needed for further work, as directed by the Transfer Council.

Action Items Completed

RECOMMENDATION	STATUS
This subcommittee had 14 members. This meant that a quorum (3/5s) was 8 members voting “yes.”	
<p>Course Number: 201Z</p> <p>Rationale: This course number was selected because all community colleges (17/17) and six public universities/colleges (6/7) use this number for the first course of American history.</p> <p>Subject Code: HST/HIST</p> <p>Rationale: These subject codes were selected because all community colleges (17 of 17) and all public universities/colleges (7/7) use either the HST or HIST prefix for courses in history. Either prefix may be used.</p> <p>Course Title: United States History I</p> <p>Rationale: This course title was selected as the colleges were closely divided between “History of the United States” and “US History. The Roman numeral “I” was chosen to indicate this course is one of three parts which, when taken together, covers the content expected in a general United States history course. As per the CCN Framework, institutions may use either Roman (I) or Arabic (1) numerals.</p> <p>Course Credits: 4</p> <p>Rationale: This number of credits was selected because the majority of community colleges (12 of 17) and most public universities/colleges (5/7) use 4 credits for the courses in this sequence. One institution currently offers the course for five credits for the course and five institutions currently offer this course for three credits. For more on the breakdown of these credit</p>	<p>Yes 8 No 0 Abstain 0</p> <p>Yes 8 No 0 Abstain 0</p> <p>Yes 12 No Abstain 0</p> <p>Yes 11 No 1 Abstain 0</p>

<p>differences, see the sections “Credit Changes,” below.</p> <p>Course Description:</p> <p>Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.</p> <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history.</p> <p>The subcommittee agreed to construct three courses where three institutions had offered American history as a two-term course.</p>	<p>Yes 12 No 1 Abstain 0</p>
<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Evaluate a variety of historical sources to the early 1800s. 2. Describe continuities and changes in American history (e.g., political, social, economic, cultural). 3. Construct evidence-based historical arguments. 4. Communicate historical knowledge and analysis effectively in written and/or verbal forms. 5. Recognize the relevance of the past to the present. <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history with time period content.</p>	<p>Yes 12 No 0 Abstain 0</p>

<p>Course Number: 202Z</p> <p>Rationale: This course number was selected because the majority of community colleges (15/17) and six public universities/colleges (6/7) use this number for the second course of American history.</p>	<p>Yes 8 No 0 Abstain 0</p>
<p>Subject Code: HST/HIST</p> <p>Rationale: These subject codes were selected because the majority of community colleges (15 of 17) and all public universities/colleges (7/7) use either the HST or HIST prefix for courses in history. Either prefix may be used.</p>	<p>Yes 8 No 0 Abstain 0</p>
<p>Course Title: United States History II</p> <p>Rationale: This course title was selected as the colleges were closely divided between “History of the United States” and “US History. The Roman numeral “II” was chosen to indicate this course is one of three parts which, when taken together, covers the content expected in a general United States history course. As per the CCN Framework, institutions may use either Roman (I) or Arabic (1) numerals.</p>	<p>Yes 12 No 0 Abstain 0</p>
<p>Course Credits: 4</p> <p>Rationale: This number of credits was selected because the majority of community colleges (12 of 17) and most public universities/colleges (5/7) use 4 credits for the courses in this sequence. One institution currently offers the course for five credits for the course and five institutions currently offer this course for three credits. For more on the breakdown of these credit differences, see the sections “Credit Changes,” below.</p>	<p>Yes 11 No 1 Abstain 0</p>
<p>Course Description:</p> <p>Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War,</p>	<p>Yes 12 No 1 Abstain 0</p>

<p>Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.</p> <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history.</p> <p>The subcommittee agreed to construct three courses where three institutions had offered American history as a two-term course.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Evaluate a variety of historical sources from the early 1800s to the early 1900s. 2. Describe continuities and change in American history (e.g., political, social, economic, cultural). 3. Construct evidence-based historical arguments. 4. Communicate historical knowledge and analysis effectively in written and/or verbal forms. 5. Recognize the relevance of the past to the present. <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history with time period content.</p>	<p>Yes 12 No 0 Abstain 0</p>
<p>Course Number: 203Z</p> <p>Rationale: This course number was selected because the majority of community colleges (15-17) and six public universities/colleges (6/7) use this number for the second course of American</p>	<p>Yes 8 No 0 Abstain 0</p>

<p>history.</p> <p>Subject Code: HST/HIST</p> <p>Rationale: These subject codes were selected because the majority of community colleges (15 of 17) and all public universities/colleges (7/7) use either the HST or HIST prefix for courses in history. Either prefix may be used. .</p>	<p>Yes 8 No 0 Abstain 0</p>
<p>Course Title: United States History III</p> <p>Rationale: This course title was selected as the colleges were closely divided between “History of the United States” and “US History. The Roman numeral “III” was chosen to indicate this course is one of three parts which, when taken together, covers the content expected in a general United States history course. As per the CCN Framework, institutions may use either Roman (I) or Arabic (1) numerals.</p>	<p>Yes 12 No 0 Abstain 0</p>
<p>Course Credits: 4</p> <p>Rationale: This number of credits was selected because the majority of community colleges (12 of 17) and most public universities/colleges (5/7) use 4 credits for the courses in this sequence. One institution currently offers the course for five credits for the course and five institutions currently offer this course for three credits. For more on the breakdown of these credit differences, see the sections “Credit Changes,” below.</p>	<p>Yes 11 No 1 Abstain 0</p>
<p>Course Description:</p> <p>Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.</p> <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students</p>	<p>Yes 12 No 1 Abstain 0</p>

<p>to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history.</p> <p>The subcommittee agreed to construct three courses where three institutions had offered American history as a two-term course.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Evaluate a variety of historical sources from the 1920s forward. 2. Describe transformations and continuities in American history since the 1920s (e.g., political, social, economic, cultural). OR 3. Construct evidence-based historical arguments. 4. Communicate historical knowledge and analysis effectively in written and/or verbal forms. 5. Recognize the relevance of the past to the present. <p>Rationale: All members of the subcommittee are in agreement that the purpose of a general American history course is to introduce students to methodology, sources, communicate historical knowledge, and construct evidence-based historical arguments on continuities and change in history with time period content.</p>	<p>Yes 12 No 0 Abstain 0</p>
<p>Maintenance & Review Schedule</p> <p>We recommend using the following review cycle for HST/HIST 201Z, 202Z, and 203Z: There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges.</p> <p>Annual reviews are to start winter term 2028 and</p>	<p>Yes 12 No 0 Abstain 0</p>

will collect data on the courses, for the purpose of a more substantive review. Every third year—beginning **2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

Credit Changes

As per Transfer Council's request, this information records changes institutions were required to make due to CCN alignment (per course).

- **Community Colleges:**

- The following colleges had no change in credits, due to CCN alignment: BMCC, Clackamas, COCC, Lane, CGCC, Chemeketa, LBCC, MHCC, OCCC, PCC, Rogue, TBCC
- The following colleges were required to change from 3 to 4 credits, due to CCN alignment: Clatsop, Klamath, TVCC, SWOCC, Umpqua
- The following colleges were required to add a third course to the sequence due to CCN alignment: Rogue

- **Universities:**

- The following universities had no change in credits, due to CCN alignment: OSU, PSU, SOU, U of O, WOU.
- The following universities were required to change from 3 to 4 credits, due to CCN alignment: OIT.
- The following universities were required to change from 5 to 4 credits, due to CCN alignment: EOU.

- The following Universities were required to add a third course to the sequence due to CCN alignment: EOU, SOU
- **Institutions that were required to change from a 2- to a 3-course sequence, due to CCN alignment:**
 - Rogue, EOU, SOU

Action Items In-progress/Pending

ACTIVITY	STATUS (include an estimate—hours/# of meetings—it will take to complete work)
None	

Questions for Transfer Council

- None

Other Notes

The following statement is from Ryan Madden, CCN History Subcommittee member from OIT:

Dear Transfer Council:

My name is Dr. Ryan Madden, and I represented Oregon Tech University on the Common Course Numbering (CCN) committee for the History 201-203 sequence this Winter and Spring Quarters, 2025.

I wanted to add to the final report my concerns related to the requirement that all institutions share the same amount of credits for the CCN courses.

I believe that the most important factor in the CCN process is the best interest of the student and that it varies by institution when it comes to the question of credits

For Oregon Tech students, forcing them to spend more money on general education credits and lengthening their time to a degree is not in their best

interests. It also makes it more difficult for them to stay within 180 credits for a degree which our various programs have worked extremely hard to achieve.

At Oregon Tech, the curriculum is quite tight in the engineering and health care programs, and there is little room for extra general education electives. Also, there are specific Social Sciences classes that various programs require for graduation, i.e., Globalization and History of Energy, and for their accrediting bodies. Moving the U.S. History sequence to four credits means that a student taking all three will have achieved their twelve credits of Social Sciences before taking the required courses. Also, many of those who transfer to Oregon Tech have excess community college credits that are of no help in their time to a degree. The general education requirements may have to change, and the number of courses reduced. This would be a detriment to students because they would miss the breadth of knowledge that is the heart of general education. Increasing credits, limits student's flexibility to choose courses.

Our three-credit U.S. history courses can and do meet course learning objectives and fulfill the important pedagogy that the committee thoroughly discussed.

I personally do want to see the four credits at other institutions for U.S. History changed, especially for those Universities with history majors, where it makes more sense. I hope the Transfer Council will consider allowing flexibility among institutions when it comes to credits for the reasons outlined above.

Thank you for considering my thoughts.

Regards,

Prof. Madden

Oregon Tech 06/9/2025

Report signed by:

Name Niki Theis-Coulter

Signature *Niki Theis Coulter*

Name Mason Tattersall

Signature Mason Tattersall

Name Thomas Nejely

Signature *Thomas Nejely*

Date: June 6, 2025

Provide copies to:

CCN History Subcommittee
Members

Transfer Council Cochairs

David Plotkin, Transfer Council Co Chair
Chris Long, Transfer Council Co Chair

HECC

Donna Lewelling, Director of Community
Colleges and Workforce Development, HECC
Veronica Dujon, Director of Academic Policy
and Authorization, HECC

— END OF REPORT—