Code # Enter text…

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Gary Edwards 9/23/2016**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Joseph Key 9/23/2016**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| Warren Johnson 10/13/2016**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 10/17/2016**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Dr. Kellie Wilson Buford,** **kbuford@astate.edu****, 870-972-3388**

2. Proposed Starting Term and Bulletin Year

**Fall 2017, Academic Year 2017-2018**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**HIST 6663**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Teaching College Level History**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Methods and strategies for teaching American and World history survey courses at the community college and university level.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **No**
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

**Students to not need prior content knowledge in order to succeed in this course**

1. Is this course restricted to a specific major? **Yes**
	1. If yes, which major? **MSE Social Science and MA History**

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

n/a

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Seminar**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard Letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? **No**

 Please explain. Enter text...

12. Is this course in support of a new program? **No**

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week 1: Introduction to Teaching Survey History courses**

**Week 2: Theoretical Foundations of History Education**

**Week 3: Best Pedagogical Practices in History Education**

**Week 4: Creating Measurable Course Objectives**

**Week 5: Creating and Grading Assignments that Align with Course Objectives**

**Week 6: Selecting Course Materials**

**Week 7: Creating Engaging Lectures I**

**Week 8: Creating Engaging Lectures II**

**Week 9: Which Tech is Best? Using Technology to Reach Students**

**Week 10: Observation of a Survey Course; written reflection**

**Week 11: Pulling It All Together in the Syllabus**

**Week 12: Student Teaching Sessions I (via YouTube video or Face Time) and peer evaluation**

**Week 13: Student Teaching Sessions II (“ “)**

**Week 14: Student Syllabi Exchange and Peer Review**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**Observation of a US or World History survey course when possible; virtual collaboration on student teaching sessions via student-made videos uploaded on YouTube, Skype or Face Time**

19. Department staffing and classroom/lab resources

 **This course will be taught on faculty rotation**

1. Will this require additional faculty, supplies, etc.?

 **No**

20. Does this course require course fees? **No**

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 **This course will teach students how to design and deliver effective American and World History survey courses at the community college or university level. Students will learn: best pedagogical practices in history education; how to review and critique available course materials; how to create measurable course objectives and corresponding assessment measures; how to create and deliver engaging lectures and activities; how to design effective rubrics for history papers and projects; how to incorporate technology and multi-media into lectures; and how to analyze assessment data.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 **This course complements the department curriculum committee’s goal to implement courses that engage students in their respective fields at the highest levels of critical thinking and provide students opportunities to develop the necessary skills to become leaders in their professions.**

c. Student population served.

**Students enrolled in the MSE Social Science and MA programs.**

d. Rationale for the level of the course (lower, upper, or graduate).

**This course is rigorous and requires advanced research and writing skills.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. **[X]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[X]** Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This course meets MSE Social Science program-level learning outcomes 2 and 3:**

**2. Technology & Pedagogy Competency: A graduate with an MSE in Social Science Education will apply content knowledge and best pedagogical practices in the creation of a comprehensive technology MSE teaching portfolio**

**3. Communication and Teaching Competency: A graduate with an MSE in Social Science Education will teach engaging and effective social studies lessons at the community college and secondary school levels.**

**This course will contribute to the creation of the MSE program’s Capstone Portfolio, the culminating assessment for MSE students.**

**This course also meets MA History program-level learning outcome 3:**

**3. Content Knowledge: A graduate with an MA in History will be able to articulate historical content and broader historiographical trends as evaluated by the comprehensive examination committee.**

**This course will contribute to the MA student’s mastery of historical and historiographical content knowledge that will lead to the culminating comprehensive examination.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
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| **Program-Level Outcome 2 (from question #23)** | A graduate with an MSE in Social Science Education will apply content knowledge and best pedagogical practices in the creation of a comprehensive technology MSE teaching portfolio. |
| Assessment Measure | MSE Teaching Portfolio  |
| Assessment Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | Faculty teaching this course; History Department Assessment Committee |

 *(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 3 (from question #23)** | Communication and Teaching Competency: A graduate with an MSE in Social Science Education will teach engaging and effective social studies lessons at the community college and secondary school levels. |
| Assessment Measure |  Video evaluation of MSE candidate teaching a lesson from their portfolio; MSE Teaching Portfolio lesson and unit plans  |
| Assessment Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | Faculty teaching this course; History Department Assessment Committee |

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| **Program-Level Outcome 3 (from question #23)** | Content Knowledge Competency: A graduate with an MA in History will articulate historical content and broader historiographical trends as evaluated by the comprehensive examination committee. |
| Assessment Measure | Student teaching session |
| Assessment Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | Faculty teaching this course; History Department Assessment Committee |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Students will create a complete 14 week course syllabus for World Civilizations I or II or American History I or II |
| Which learning activities are responsible for this outcome? | Review and critique available course materials; assigned readings on best pedagogical practices in history education; creating measurable course objectives; designing a survey course lesson; selecting meaningful assignments; creating rubrics for history essays or projects |
| Assessment Measure  | Course Syllabus, B or higher |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Students will create and teach an engaging and effective lecture for World Civilizations I or II or American History I or II |
| Which learning activities are responsible for this outcome? | Review and critique available course materials; assigned readings on best pedagogical practices in history education; creating measurable course objectives; designing a survey course lesson; selecting meaningful assignments; creating rubrics for history essays or projects |
| Assessment Measure  | Student teaching session, B or higher |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**HIST 6283. Special Topics in World History** (May be repeated for credit with different **Special Topics in American History** (May be repeated for credit with different

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

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**HIST 6323. Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.

**HIST 6333. Seminar in Arkansas Studies** Intensive research seminar covering various aspects of Arkansas history.

**HIST 6343. Historic Preservation Field School** A historic preservation field project that will allow students to gain hands-on experience. The project will include archival research and supervised field investigations to examine a specific type of historic resource.

**HIST 6363. American Architectural History** Examination of the development of American architecture in the context of the social, cultural, and economic history of the nation from pre- European settlement to the present.

**HIST 6403. Studies in African-American History** This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)

**HIST 6413. American Regional History** Studies in the history of select American regions. (May be repeated for credit with different subtitle.)

**HIST 6433. American Cultural and Social History** Studies in select cultural and social topics in American history. (May be repeated for credit with different subtitle.)

**HIST 6443. American Groups in Conflict** Studies in the history of select American groups. (May be repeated for credit with different subtitle.)

**HIST 6453. American Period Studies** Studies in select periods of American history. (May be repeated for credit with different subtitle.)

**HIST 6513. Theory and Practice of Global History** Theoretical and practical issues facing teachers and practitioners of global history.

**HIST 6523. Africa, Slavery, and World History** Africa’s role in larger global historical processes as a result of the slave trade.

**HIST 6533. Indian Ocean World Since 1100** The Indian Ocean as a coherent unit of historical study, the sources and extent of this unity, and several explanations for its decline.

**HIST 6543. History of the Crusades** The medieval Crusades as multi-national military efforts, inter-cultural transactions and inter-religious conflicts, with emphasis on global consequences.

**HIST 6553. Black Death in Global Perspective** Research seminar on the history and historiography of the great 14th-century pandemic, seen from a global perspective.

**HIST 622V. Internship in Public History** Practical experience with public agencies or private businesses in history-related subjects.

**HIST 630V. Thesis
HIST 6613. Studies in Civilization** Studies in the history of civilization before modern times.

(May be repeated for credit with different subtitle.)

**HIST 6623. European History** Studies in select topics in the history of Europe. (May be repeated for credit with different subtitle.)

**HIST 6633. Eurasian History** Studies in select topics in the history of Eastern Europe, Russia, and the Eurasian Plain. (May be repeated for credit with different subtitle.)

**HIST 6653. Asian History** Studies in select topics in the history of Asia. (May be repeated for credit with different subtitle.)

***HIST 6663. Teaching College Level History*** Methods and strategies for teaching American and World history survey courses at the community college and university level.

**HIST 680V. Independent Study**