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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

|  |  |
| --- | --- |
| Gary T. Edwards 9/15/2020 **Department Curriculum Committee Chair** | Joanna M Grymes 10/19/2020  **COPE Chair (if applicable)** |
| J. Justin Castro 9/18/2020 **Department Chair** | Mary Jane Bradley 10/20/2020  **Head of Unit (if applicable)** |
| Warren Johnson 9/23/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue 9/24/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Dr. Kellie Buford, kbuford@astate.edu, 3388

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021, Bulletin Year 2021-2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** | HIST | N/A |
| **Number\*** | 4312 | N/A |
| **Title** | Computer Technology for the History/Social Studies Educator | Digital Technologies for Social Studies Educators  SHORT TITLE: DIGITAL TECH SOCIAL STUDIES ED |
| **Description\*\*** | GENERAL HISTORY. Hands on experience in evaluating, creating and using history web sites and software, and developing presentation skills using the computer, for teaching in the secondary classroom. | Hands-on experience designing and implementing digital technologies in secondary social studies lessons to enhance instructional effectiveness. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? YES**

(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. NO Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

1. YES Is this course restricted to a specific major?
   1. If yes, which major? Add restriction: BSE Social Studies majors; instructor permission required
2. **Proposed course frequency [Modification requested? YES**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Current: Spring, Summer Proposed: Fall, Spring

1. **Proposed course type [Modification requested? YES**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture and Lab

1. **Proposed grade type [Modification requested? No]**

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

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(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 One: Students examine file storage applications such as Dropbox and Google Drive and create an account for storage purposes.

Week Two: Students create a slide presentation using Google Slides.

Week Three: Students create a slide presentation using a non-Google software of their choice (ex. PowerPoint, Canva, Keynote)

Week Four: Students examine online teacher-resource websites and incorporate into a lesson (ex. Teaching Tolerance, Zinn Education Project)

Week Five: Students examine primary source databases and incorporate into a lesson (ex. Library of Congress, Arkansas State Archives online, Middle Tennessee State University’s Teaching with Primary Sources)

Week Six: Students continue to examine primary source databased and incorporate into lessons (ex. Library of Congress, Arkansas State Archives online, MTSU Teaching with Primary sources)

Week Seven: Students create an assessment for a lesson using Google Forms.

Week Eight: Students create a handout for their lesson using Pages or Microsoft Word.

Week Nine: Students create an assessment handout in PiktoChart in which their students create an infographic using this software.

Week Ten: Students create a classroom layout using LucidChart.

Week Eleven: Students create a student assessment using Padlet or Pinup.

Week Twelve: Students examine open source digital sites such as The American Yawp and OpenStax.

Week Thirteen-Fifteen: Students use a variety of software and applications learned in the previous weeks to create a unit plan with presentations, handouts, primary source activities, online activities, and assessments for five sequential teaching days.

1. **Proposed special features** **[Modification requested? NO**

(e.g. labs, exhibits, site visitations, etc.)

N/A

1. **Department staffing and classroom/lab resources**

No additional staffing or resources required

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

Enter text...

1. NO Does this course require course fees?

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

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

The course itself has expanded in recent years to meet program accreditation requirements by incorporating a variety of digital technologies in the secondary social studies classroom beyond teaching students how to incorporate computers into their lessons. Students gain hands-on experience in utilizing a variety of digital platforms, tools, and technologies to enhance social studies instruction (beyond using computers to create power point presentations) to enhance secondary social studies lessons. Students learn how to use a variety of hardware (Macs, iPads, PCs, Chromebooks, Smart Boards, cell phones), and relevant history and social studies websites, learning management systems, and apps. The course title and description should reflect the expanded course curriculum focus.

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

Enter text...

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

Enter text...

c. Student population served.

Enter text...

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

Enter text...

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. NO Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

Enter text...

1. Considering the indicated program-level learning outcome/s (from question #19), 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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

**CURRENT:**

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**Major in Social Science**

**Bachelor of Science in Education**

A complete 8-semester degree plan is available [at https://www.astate.edu/info/academics/degrees/](http://www.astate.edu/info/academics/degrees/)

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| HIST 1003, Introduction to History and Social Studies | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 87)  **Students with this major must take the following:**  *HIST 1013, World History to 1500* ***OR***  *HIST 1023, World History since 1500*  *POSC 2103, Introduction to United States Government PSY 2013, Introduction to Psychology*  *SOC 2213, Introduction to Sociology (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem Hrs.** |
| HIST 1013, World History to 1500 **OR**  HIST 1023, World History since 1500 | 3 |
| HIST 2763, The United States to 1876 | 3 |
| HIST 2773, The United States since 1876 | 3 |
| HIST 3083, Arkansas History | 3 |
| HIST 3333, The Practice of History | 3 |
| HIST 3673, African-American History I **OR**  HIST 3683, African-American History II | 3 |
| HIST 4312, ~~Computer Technologies for the History/Social Sciences Educator~~ Digital Technologies for Social Studies Educators | 2 |
| POSC 3193, Arkansas Government and Politics | 3 |
| Economics elective | 3 |
| Geography electives | 6 |
| Upper-level Political Science elective | 3 |
| Sociology elective | 3 |
| Upper-level United States history electives (see advisor for additional information). | 6 |
| Upper-level world history electives (see advisor for additional information). | 6 |
| **Sub-total** | **50** |
| **Professional Education Requirements:**  Grade of “C” or better required for all Professional Education Requirements.  Courses denoted below with an asterisk (\*) require admission to the Teacher Education Program. For additional information, see Professional Education Requirements for Secondary Majors in the College of Education and Behavioral Science section.  All BSE Social Science candidates must take the appropriate PRAXIS Series Exams required for licensure in Arkansas and report their test results to the Department of History before graduation. | **Sem. Hrs.** |
| \*EDSS 4603, Methods and Materials for Teaching Social Studies in the Secondary School | 3 |
| ELSE 3643, The Exceptional Student in the Regular Classroom | 3 |
| PSY 3703, Educational Psychology | 3 |
| SCED 2513, Introduction to Secondary Teaching | 3 |
| \*SCED 3515, Performance Based Instructional Design | 5 |
| \*SCED 4713, Educational Measurement with Computer Applications | 3 |
| \*TIHI 4826, Teaching Internship in the Secondary School | 12 |
| **Sub-total** | **32** |
| **Total Required Hours:** | **120** |

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**HIST 3623. The American West** UNITED STATES HISTORY. The American West from the Lewis and Clark expedition to the closing of the frontier. Fall, even.

**HIST 3653. The American Indian** UNITED STATES HISTORY. History and culture of the American Indian and the role of government in Indian affairs. Spring, even.

**HIST 3673. African American History I** UNITED STATES HISTORY. Contributions of people of African descent in the creation of the United States from the Colonial period through Reconstruc- tion. Fall, odd.

**HIST 3683. African American History II** UNITED STATES HISTORY. The African American experience from Reconstruction to the present and its impact in U.S. History. Spring, even.

**HIST 3693. United States Women’s History** UNITED STATES HISTORY. The role of women in United States history from 1600 to the present. Cross listed as WGS 3693. Spring, odd.

**HIST 3743. The Urban Revolution in America** UNITED STATES HISTORY. Evolution of the American city and its impact on society. Spring, even.

**HIST 3853. U.S. Civil Rights Movement** UNITED STATES HISTORY. The transformation of America through campaigns for African Americans civil rights. Prerequisites, HIST 2773, or HIST 3683, or POSC 3163, or instructors permission. Fall, even.

**HIST 4113. Imperial Russia** WORLD AND EUROPEAN HISTORY. Russian history to the Revolution of 1917. Fall, odd.

**HIST 4123. Soviet Russia** WORLD AND EUROPEAN HISTORY. The U.S.S.R. 1917 to pres- ent. Spring, even.

**HIST 4133. History of Ancient China** WORLD HISTORY. Ancient Chinese civilization from the founding of the Shang Dynasty, 1766 B.C., to the end of the Three Kingdoms Period, A.D. 280. Spring, odd.

**HIST 4143. The Rise of Modern China** WORLD HISTORY. Major developments in Chinese history with emphasis on the twentieth century. Fall, odd.

**HIST 4213. History of England, 55 BC to AD 1689** WORLDANDEUROPEANHISTORY. The social, political, and ecclesiastical history of England from Julius Caesar’s reconnaissance to the Glorious Revolution. Fall, even.

**HIST 4223. History of Great Britain. 1688 to 1982** WORLDANDEUROPEANHISTORY. The social, political, economic, and imperial history of Great Britain from the Glorious Revolution to the Falklands War. Spring, odd.

**HIST 4243. The Vikings** WORLD AND EUROPEAN HISTORY. The impact of the Viking phenom- enon on Europe, and of Europe on Norse culture in the 7th-13th centuries. Fall, odd.

**HIST 4263. Early Christianity** WORLD AND EUROPEAN HISTORY. Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E. Dual listed HIST 5263. Fall, even.

**HIST 4273. History of Mexico** WORLD HISTORY. Emphasizes contemporary developments and relations with the United States. Spring, odd.

**HIST 4303. The Idea of History** GENERAL HISTORY. Study of the idea of history in its chronological, practical, and historiosophical manifestations. Spring.

**HIST 4312.** ~~Computer Technology for the History/Social Sciences Educator~~ Digital Technologies for Social Studies Educators ~~GENERAL HISTORY.~~ Hands on experience ~~in evaluating, creating and using history web sites and software, and developing presentation skills using the computer, for teaching in the secondary classroom.~~ designing and implementing digital technologies in secondary social studies lessons to enhance instructional effectiveness. ~~Spring, Summer.~~ Fall, Spring.

**PROPOSED**

**Undergraduate Bulletin 2020-2021, p. 258**

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