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

**Course Revision Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Gary T. Edwards 1/17/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Joe Key 1/17/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 1/22/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 1/22/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Gary T. Edwards, Dept. of History, [gedwards@astate.edu](mailto:gedwards@astate.edu), ext. 2313

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

Fall 2019, Bulletin Year 2019-2020

3. Current Course Prefix and Number

**HIST 3083**

3.1 – **[NO]** Request for Course Prefix and Number change

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

Enter text...

3.2 – Yes / No If yes, has it been confirmed that this course number is available for use?

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

4. Current Course Title

History of Arkansas

4.1 – **[NO]** Request for Course Title Change

If yes, include new Course Title Below.

Enter text...

1. 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).*

Enter text...

1. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Enter text...

5. – **[Yes ]** Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

**History of Arkansas** UNITED STATES HISTORY. An advanced survey of Arkansas history from prehistoric times to the present with an emphasis on political, economic, and social/cultural themes. Required of BSE Social Science majors.

6. – [**No]** Request for prerequisites and major restrictions change.

*(If 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. Yes / No Are there any prerequisites?

If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Yes / No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...

7. – **[Yes ]** Request for Course Frequency Change(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

a. If yes, please indicate current and new frequency:

Fall, Spring, Summer

8. – **[No ]** Request for Class Mode Change

*If yes, indicate if this course will 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* *indicate the current and choose one.*

Enter text...

9. – **[No]** Request for grade type change

*If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])*

Enter text...

10. **[No]** Is this course dual listed (undergraduate/graduate)?

a. If yes, indicate course prefix, number and title of dual listed course.

Enter text...

11**. [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.)*

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

Enter text...

**11.2** – Yes / No Are these courses offered for equivalent credit?

Please explain. Enter text...

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

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

14. **[No]** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

Enter text...

15. **[No]** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

16. 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.*

**Revision Details**

17. Please outline the proposed revisions to the course.

*Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.*

Enter text...

18. Please provide justification to the proposed changes to the course.

**The current course description contains an erroneous phrase. It designates the start of Arkansas History to be “the coming of the white man.” This phrase is neither historically accurate nor reflective of the way in which the course is taught in practice. Course content actually begins with the prehistoric era (thousands of years prior to the arrival of Europeans). Additionally, the current course description easily lends itself to misinterpretation. It seems to imply that things of historical consequence revolve around the presence of Europeans which, again, is not representative of the way the course is actually taught.**

19. **[No]** Do these revisions result in a change to the assessment plan?

*\*If yes: Please complete the Assessment section of the proposal on the next page.*

*\*If no: Skip to Bulletin Changes section of the proposal.*

***\*See question 19 before completing the Assessment portion of this proposal.***

**Assessment**

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

20. 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...

21. 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 1 (from question #23)** | 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**

22. 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**

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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.* |

DEPARTMENT OF HISTORY

Methods and Materials Teaching Social Studies (EDSS)

EDSS 4603. Methods and Materials for Teaching Social Studies in the Secondary School

Historical and current trends in teaching social studies at the secondary school level. Major emphasis

on content and concept development and their application in the social studies classroom.

Practice in writing objectives, applying teaching techniques, and formulating student evaluations.

Must be admitted to the Teacher Education Program. Fall, Spring.

History (HIST)

HIST 1003. Introduction to Legal Professions GENERAL HISTORY. First year experience

course examining legal professions and issues, as well as interdisciplinary skills to aid in college

success. Fall.

HIST 1013. World History to 1500   *WORLD HISTORY*. The pre-modern world, with emphasis on the economic, political, and cultural processes that shaped societies before the rise of global interdependence. Fall, Spring,

Summer. (ACTS#: HIST 1113)

HIST 1023. World Civilization Since 1660  WORLD AND EUROPEAN HISTORY. Continuation

of HIST 1013, with emphasis on the past three centuries. Fall, Spring, Summer. (ACTS#: HIST

1123)

HIST 2763. The United States to 1876  UNITED STATES HISTORY. Social, economic, and

political developments from Columbus to the end of Reconstruction. Fall, Spring, Summer. (ACTS#:

HIST 2113)

HIST 2773. The United States since 1876  UNITED STATES HISTORY. Social, economic, and

political developments from Reconstruction to the present. Fall, Spring, Summer. (ACTS#: HIST

2123)

HIST 3013. Civilizations of Africa WORLD AND EUROPEAN HISTORY. African history from

its earliest beginnings to modern times. Specific attention given to social, economic, political, and

religious factors. Regional focus on West Africa. Spring, even.

HIST 3043. Asian History Since 1500 WORLD AND EUROPEAN HISTORY. Survey of Asian

history from 1500 to the present, with a focus on interactions and connections within Asia, with the

West and with the larger world. Fall, odd.

HIST 3083. History of Arkansas UNITED STATES HISTORY. ~~Social, economic, and political~~

~~developments from the coming of the white man to the present.~~ An advanced survey of Arkansas history from prehistoric times to the present with an emphasis on political, economic, and social/cultural themes. Required of BSE Social Science

majors. ~~Demand.~~ Fall, Spring, Summer.

HIST 3123. Latin America, The Colonial Period  WORLD AND EUROPEAN HISTORY. From

the pre-Columbian Indian civilization to the era of independence. Fall, odd.

HIST 3133. Latin America, The National Period WORLD AND EUROPEAN HISTORY. Development

of Latin American nation states. Spring, even.

HIST 3173. Classical Mediterranean Civilization  WORLD AND EUROPEAN HISTORY. Major

developments of the Greco-Roman civilizations pertaining to our present civilization. Fall, even.

HIST 3183. Medieval Europe WORLD AND EUROPEAN HISTORY. Europe from 500 to 1500

with emphasis on social institutions. Spring, odd.