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

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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| Gary T. Edwards 11/16/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Joe Key 11/16/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **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)

Andrea Davis, [andavis@astate.edu](mailto:andavis@astate.edu), (870) 972-8067

2. Proposed Starting Term and Bulletin Year

Fall 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 3393

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).

Introduction to Digital Humanities

Short title: Intro to Digital Humanities

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

A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities.

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

Enter text...

* 1. Why or why not?

There are no perquisites or restrictions for this course because it is taught at the introductory level.

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

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

Fall

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.

Experiential Learning

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 **No** Is this course dual listed (undergraduate/graduate)?

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. **Yes** Is this course in support of a new program?

a. If yes, what program?

Digital Humanities Certificate

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?

a. If yes, which course?

Enter text...

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

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

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

If yes, provide confirmation of acceptance/approval of changes 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.)

**I. Beyond the Printed Word**

1. What are the Digital Humanities? A Theoretical Introduction
2. Examining Media-Rich Research and Communication: A Creative Introduction
3. Exploring the Tool Box: An Experiential Introduction

**II. Digital Methods and Tools**

1. Spatializing Data: Narrative Mapping and Spatial Analysis
2. Visualizing Relations: Timelines and Network Analysis
3. Reading with Machines: Text Mining and Topic Modeling
4. Layering Information: Metadata and Media Annotation
5. Shaping the Project: Research and Knowledge Management
6. Engaging Complexity: Digital Publishing Platforms

**III. Experiencing the Digital Humanities**

10-14. Practicum: Instructor and students will visit and work with Archives and Special Collections to develop a collaborative project in the digital humanities.

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

During Module III instructor and students will visit and work with Archives and Special Collections to develop collaborative and/or individual projects in the digital humanities.

19. Department staffing and classroom/lab resources

Semi-regular use of a computer lab.

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

No

20. **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.*

**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)

The course introduces the scholarship, methods, and tools of the digital humanities, allowing students to practice and master skills that are transferable to careers in high-tech and humanistic fields as well as in business.

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.

The course fits the mission of the History Department by teaching students how to use and critically assess the “evolving tools” of the digital humanities to “interpret the past with clarity, rigor, and an appreciation for interpretative debate.”

c. Student population served.

This course serves students in the humanities who are interested in examining digital applications for critical thinking and creative skills, and students in STEM who are interested in approaching digital skills from the critical thinking and creative perspectives of the humanities.

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

This is an upper level course designed for students with a foundation in either the humanities or STEM.

**Assessment**

**University Outcomes**

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

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| * 1. **[ ]** 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?

Program Learning Outcomes

1. Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies*.*
2. Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.

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 1 (from question #23)** | Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies*.* |
| Assessment Measure | The digital portfolio for HIST 3393 will be our key assessment venue for this program outcome. The portfolio will require students to post entries that assess different sources of information—ranging from big data to qualitative data—and types of information technologies, including but not limited to visualization tools, spatial analysis tools and text analysis tools. |
| Assessment  Timetable | The program will be assessed every two years. During the first year of the cycle, we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2. |
| Who is responsible for assessing and reporting on the results? | Instructor and/or History Department Assessment Committee. Faculty will develop and use a digital portfolio rubric to measure candidate competency in information and information technologies. |
| **Program-Level Outcome 2 (from question #23)** | Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry. |
| Assessment Measure | The Capstone project for HIST 470V will be our key assessment venue for this program outcome. The project will require students to bring together the traditional tools of humanistic thinking with the tools of computational thinking to develop and execute an original project in the digital humanities. |
| Assessment  Timetable | The program will be assessed every two years. During the first year of the cycle we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2. |
| Who is responsible for assessing and reporting on the results? | Instructor and/or History Department Assessment Committee. Faculty will develop and use a project rubric to measure candidate competency in digital integration. |

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

**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 demonstrate the ability to work collaboratively |
| Which learning activities are responsible for this outcome? | Collaborative annotation assignments with Hypothesis. Building a group Zotero library to collect research materials for the final collaborative project. Using a shared Evernote notebook to create a research plan for the final collaborative project. Final collaborative project. |
| Assessment Measure | Students will complete the course with an average of 75% or higher. |

*(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.* |

**HIST 3323. United States Environmental History** UNITED STATES HISTORY. Examines the economic, philosophical, ethical and aesthetic issues involved in the history of conservation, preservation, management and exploitation of the American environment. Fall, odd.

**HIST 3333. The Practice of History** GENERAL HISTORY. Experiential study of historical scholarship, research, writing, and criticism. To be taken at the beginning of the major. Required for all history degrees. Fall, Spring.

***HIST 3393. Introduction to Digital Humanities GENERAL HISTORY. A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities. Fall.***

**HIST 3483. The United States from 1917-1941** UNITED STATES HISTORY. Social, political, and economic developments in the United States from 1917 to 1941. Spring, odd.

**HIST 3493. The United States Since 1945** UNITED STATES HISTORY. Social, political, and economic developments in the United States from 1945 to the present. Fall, even

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