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| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] 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](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, Dept. of History, [andavis@astate.edu](mailto:andavis@astate.edu), (870) 972-8067

2. Proposed Starting Term and Bulletin Year

Spring 2019

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 4573

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).

Digital History Seminar

This course will have variable titles.

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

Advanced study of selected historical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle.

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. **Yes** Are there any prerequisites?
   1. If yes, which ones?

HIST 3393

* 1. Why or why not?

Students will build on their experiential knowledge of digital humanities scholarship, methods and tools in order to develop an original research project in Digital History Seminar.

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.*

Spring

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

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?

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

16. **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...

**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.)

**Advanced Study of the Historical Topic**

1. **Critical Examination of the Traditional Scholarship**
2. **Critical Examination of the Traditional Scholarship**
3. **Critical Examination of the Digital Scholarship**
4. **Critical Examination of the Digital Scholarship**

**Developing The Project Proposal**

1. **Articulating the Historical Problem**
2. **Finding the Sources**
3. **Selecting the Tools and Justifying the Methods**
4. **Making the Pitch**

**Digital Research and Publication**

**9-14. Instructor and students will collaborate to conduct and digitally publish the proposed research project.**

18. Special features (e.g. labs, exhibits, site visitations, etc.)   
None

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 provides students with an opportunity to develop and participate in an original digital history project, 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.

The course serves students in the humanities and STEM who are interested in integrating digitally driven research goals, methods, and media with historical inquiry.

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 and skills learned in HIST 3393.

**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?

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.

|  |  |
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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. |

*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.*

*(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? | Course Blog, Course Participation, Project Proposal and Final Project |
| Assessment Measure | Students will complete the course with an average of 75% or higher. |
| **Outcome 2** | Students will demonstrate the ability to synthesize data from multiple sources and harness multi-modal and multimedia technologies to produce historical arguments. |
| Which learning activities are responsible for this outcome? | Final 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 4553. History of Medicine** WORLD AND EUROPEAN HISTORY. Worldwide survey of medicine, disease, and health from prehistoric times to the present. Fall, odd.

**HIST 4563. Plagues and Pestilence in World History** WORLD HISTORY. Effects of the relationship between humans and infectious disease, from prehistory to AIDS and bioterrorism. Spring, even.

***HIST 4573. Digital History Seminar GENERAL HISTORY. Advanced study of selected historical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle. Spring.***

**HIST 4583. Special Topics in American History** UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Demand.

**HIST 4593. Special Topics in World History** WORLD AND EUROPEAN HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in World History. May be repeated for credit with different subtitle. Demand.

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