# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **HIST 209 THE AMERICAN REVOLUTION** | | | |  |
| [Replacing](#Ifapplicable) | **HIST 321 THE AMERICAN REVOLUTION** | | | |
| A.2. [Proposal type](#type) | **Course:** [**revision**](#revision) | | | |
| A.3. [Originator](#Originator) | **Ron Dufour** | [Home department](#home_dept) | **History** | | |
| A.4. [Context and Rationale](#Rationale) | **Converting HIST 321 to HIST 209 will help bridge the gap between History Department general education courses and the department’s 300 level courses. HIST 107, “The United States in the World,” has been a most successful general education course, and connections course HIST 269, “Jazz and Civil Rights,” has been very popular, drawing students in from a variety of other majors. HIST 209 will further the department’s commitment to a global understanding of American History. In particular, this course will place the creation of the American nation within the broader, global context of colonial revolutions, and highlight the philosophical and social contexts of American identity. It is essential, moreover, for the History department’s future growth to be able to attract more non-traditional students to consider the option of becoming a History major or minor, and a strong and diverse cohort of 200 level courses, currently lacking in the department’s curriculum, will contribute to this goal. Our current sophomore, 200 level content course offerings in the major are limited to HIST 201 and 202, designed to satisfy the program needs of our History/Secondary majors. The new 200 level courses we are proposing are designed to attract both History and non-history majors interested in African, Asian, Latin American, European, Environmental, and U.S. History. The department already offers 300 level courses in these fields, but it is pedagogically unsound to have students make the leap from freshmen-level general education History courses, with their own writing and critical thinking expectations, to the more advanced requirements of 300 level courses. The lack of bridge 200 level courses has made recruiting students to consider the option of becoming a History major or minor more difficult. These former 300 level courses will have the writing, examination, and student evaluation expectations appropriate for 200-level courses. Moving this course from the 300 to 200 level will reduce the total number of written pages produced by a student but will serve to support History 281 and History 282 by mirroring assignments focused on primary and interpretive source analysis and basic research fluency. This in turn will better prepare and support the student as they engage in courses at the 300 level.**  **Course will get an updated description and prerequisite.** | | | | |
| A.5. [Student impact](#student_impact) | **The student impact will be positive. This course will help bridge the existing gap between department general education offerings and our 300 level courses. The course will also assist in the department’s effort to adjust its offerings to better mirror RIC’s increasingly diverse student body.** | | | | |
| A.6. [Impact on other programs](#impact) | **It is anticipated that this revision will have a positive impact on U.S. History, Global Studies, and History/Secondary programs by increasing the number of intellectually rigorous 200 level courses.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **HIST 321** | **HIST 209** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **The American Revolution** |  |
| B.4. [Course description](#description) | **Emphasis is on the origins and development of the revolution, its critical role in the formation of national identity, and its legacy for the early nineteenth century.** | **Emphasis is on the origins and development of the revolution, its critical role in the formation of national identity in a global context, and the nature of the Constitution.** |
| B.5. [Prerequisite(s)](#prereqs) | **Hist 101,102, 103, 104, 105, 106, 107, or HIST 161, or consent of chair** | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105,HIST 106, HIST 107, or HIST 108, or consent of department chair** |
| B.6. [Offered](#Offered) |  | **.** |
| B.7. [Contact hours](#contacthours) | **4.0** | **3.0** |
| B.8. [Credit hours](#credits) | **4.0** | **3.0** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| No changes |  | No changes |
|  |  | Click Tab from here to add rows |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| David Espinosa | Chair, History |  |  |
| Earl Simson | Dean of FAS |  |  |
| Gerri August | Interim Co-Dean FSEHD |  |  |
| Julie Horwitz | Interim Co-Dean FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Ron Dufour | Director, Global Studies |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |
|  |  |  |  |