# 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.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Hist 238 EArly Imperial China** |  |
| [Replacing](#Ifapplicable)  | **HIST 344 History of East Asia to 1600** |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Kim, Moonsil L.** | [Home department](#home_dept) | **History**  |
| A.4. [Context and Rationale](#Rationale)  | **Converting HIST 344 to HIST 238 is intented to bridge the existing large gap between the history department general education offerings and its 300 level courses. HIST 102 Asia in the World has been a successful history general education course that attracts both Asian and non-Asian student population. For the history department’s future growth, it has to be able to attract more members of this growing student population to consider the option of becoming a history major or minor. To achieve this goal a strong and diverse cohort of 200 level history courses are needed, something which is currently completely lacking in the department’s offerings. Our current sophomore, 200 level course offerings in the major are limited to HIST 201 (US History Colonial-1877) and HIST 202 (US History 1877-Present); these courses were designed to satisfy the program needs of our History/Secondary Education Majors. The new 200 level courses are designed to attract both history and non-history majors interested in African, Asian, Latin American, European, Environmental, or US History. The department possesses 300 level offerings in these fields, but it is pedagogically unsound to have students to make the leap from freshman-level general education history with its writing and critical reading and thinking expectations to the writing and critical reading and thinking expectations demanded of students in the 300 level courses. The History Department recognizes that the lack of bridge 200 level courses has made recruiting students to explore the option of becoming History majors or minors. These former 300 level courses will have the writing, examination, and student evaluation expectations appropriate for 200-level courses. HIST 238 Early Imperial China will facilitate the History Department’s efforts to make its offerings more attractive to Rhode Island College’s increasingly diverse student population. Moving its 200 and 300 level history courses from 4 to 3 credits allows the History Department to reduce the size of major thereby assisting History B.A. majors in completing minors in other disciplines; moving from 4 to 3 credits also allows the History/Social Studies-Secondary Education program stay within 128 credit hours for the major. The main rationale used by the History Department to move from 3 to 4 credits was that instructors would engage in WID instruction to reinforce the instruction received in HIST 200; the new History 281-History 282-History 389 model better supports WID instruction on the specific writing assignments that are assigned in our individual courses. Changing the title of the course to “Early Imperial China” reminds students that the focus is on the early unified China: Qin and Han periods.** **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 290 and History 291 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.****Renumbered, reduce one credit, and updated prerequisite, title and description.** |
| A.5. [Student impact](#student_impact) | **The student impact will be positive. This course will help bridge an existing gap between the History Department general education offerings and its 300 level courses. HIST 238 is also intended to facilitate the History Department’s effort to enhance its offerings in order to attract more non-traditional students and diversify its history major student profile to reflect Rhode Island College’s increasingly diverse student population.**  |
| A.6. [Impact on other programs](#impact)  | **This revision is expected to have a positive impact on the Global Studies, and History/Secondary Education programs by increasing the number of intellectually rigorous 200 level courses.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **N/A** |
| [*Library*:](#library) | **N/A** |
| [*Technology*](#technology) | **N/A** |
| [*Facilities*](#facilities): | **N/A** |
| 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) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **HIST 344**  | **HIST 238**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **History of East Asia to 1600** | **Early Imperial China** |
| B.4. [Course description](#description)  | **The traditional culture and history of East Asia is examined. Emphasis is on major systems of thought, such as Confucianism, Taoism, and Buddhism; traditional social institutions; and the imperial systems.** | **Students examine the culture and history of early Imperial China. Emphasis is on the imperial systems, social changes, and the culture of the Qin and the Han periods.**  |
| 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)**?** |
| --- | --- | --- |
|  |  |  |
|  |  | 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 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 Department |  |  |
| 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, Education Studies |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education |  |  |
|  |  |  |  |