# 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 282: History Matters II: Historical Research** | | | |  |
| [Replacing](#Ifapplicable) | **HIST 361: Seminar in History** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Elisa Miller** | [Home department](#home_dept) | **History** | | |
| A.4. [Context and Rationale](#Rationale) | **HIST 361 had been a senior capstone course where graduating students wrote an original research paper to showcase the history skills and methods that they had developed as a history major. Students previously took an introductory course as second-year students (HIST 200) and then the senior capstone as fourth-year students (HIST 361) and the history faculty realized that there was too much gap in the history methods sequence and we wanted students to keep developing and practicing the hands-on historical skills that they were introduced to in the second-year methods course earlier in the major than the senior capstone. So we are revising HIST 361 as a more developmental course for second and third-year students to complement the first historical methods course. We believe that history majors will benefit from additional coursework, and at an earlier stage in their academic career, that focuses on hands-on skills. This is true both for majors who want to continue in their historical careers—as graduate students, as teachers, or as public history professionals, and those who pursue non-history based careers—for example, in business, law, health care, etc., but still need the strong research, analysis, and writing skills that the history methods courses emphasize.**  **As part of the department’s curricular revisions, the current two-course (8 credits) research and methods sequence will be replaced by a three-course (8 credits) sequence. The first course, the proposed HIST 281 (3 credits) will introduce students to the discipline’s core values, approaches, and concepts. The second course, the proposed HIST 282 (3 credits) will introduce students to historical research, and guide them through a limited original research project. The third course, HIST 389 (2 credits), will building upon these foundational courses as students develop individual research projects in their chosen subfields.**  **The course is being renumbered, reduced by one credit, and the title, description and prerequisite are being updated.** | | | | |
| A.5. [Student impact](#student_impact) | **The student impact will be positive. This course, as part of a revised history methods sequence with HIST 281 and 389, will give students more hands-on experience understanding the skills and methods of doing historical research, constructing arguments, and communicating research findings effectively. In addition, HIST 282 will have students engage in original research earlier in their majors, as second or third year students instead of as a graduating capstone course, to give history majors more opportunity to learn and practice critical history skills earlier and throughout the major.** | | | | |
| A.6. [Impact on other programs](#impact) | **Impact on the Secondary Education History program. Will benefit secondary education students by helping them develop a stronger grounding in applied historical skills and methods, which they will be teaching to secondary education students in their careers.** | | | | |
| 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 361** | **HIST 282** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Seminar in History** | **History Matters II: Historical Research** |
| B.4. [Course description](#description) | Building on the students' experience in HIST 200, emphasis is on issues in historiography, the identification and definition of historical problems, the researching and writing of a substantial paper, and historical criticism. | Students will learn and practice the skills of original historical research—from developing research questions, identifying and analyzing primary and secondary sources, and writing research papers on a specific theme. |
| B.5. [Prerequisite(s)](#prereqs) | **HIST 101-107, 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, and HIST 281, 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) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture |Small group |** | **Lecture | Small group |** |
| B.12.[Categories](#required) | **Required for major** | **Required for major** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Papers | Class Work |** | **Attendance | Class participation | Papers | Class Work |** |
| 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** |
| --- |
| 1. Topic 1    1. Subtopic 1a    2. Subtopic 1b etc.   2) Topic 2 etc. |

## 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 Department |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences |  | Tab to add rows |
| 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 |
| --- | --- | --- | --- |
| Lesley Bogad | Chair, Educational Studies Department |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |
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