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| **School or Division** | School of Arts, Humanities, and Social Sciences |
| **Program or Certificate** | Associate in Arts |
| **Proposed by (faculty only)** | Brian D. Page, Ph.D. |
| **Presenter (faculty only)** | Brian D. Page, Ph.D. |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date. | |
| **Submission date** | 10/1/2014 |
| **Current course prefix, number, and title** | AMH 2010 History of the United States to 1865 |

**Section I, Proposed Changes**

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| **Change to course prefix and number**  Lecture/lab course combined must include “C” / lab course must include “L” | List new course prefix and number |
| **Change to course title** | History of the United States to 1877 |
| **Change of School, Division, or Department** | List new school, division, or department |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | From:  To: |
| **Will students be taking any of the prerequisite listed for this course in different parts of the same term (ex. Term A and Term B)** | Choose an item. |
| **Change to course corequisites** | From:  To: |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | Choose an item.  List the corequisite |
| **Change to course credits or clock hours** | From:  To: |
| **Change to contact hours (faculty load)** | From:  To: |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) | |
| A survey of early U.S. history from before European settlement to the Civil War and Reconstruction. Emphasis will be placed on American social, political, and economic developments, the creation of the new Republic, Jacksonian democracy, territorial expansion and the Civil War and Reconstruction. | |

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| **Change to general topic outline** (type in entire new outline below) |
| * Ancient America * European exploration and settlement * Colonial America and the American Revolution * The New Republic and Early National Period * The Market Revolution and territorial expansion * The Civil War and Reconstruction Era |

**Change to Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history to 1877. | Students will be graded on out of class writing assignments, oral presentations, exams, or group projects. | CT, TIM, COM |
| Students will describe the contact and experiences of American Indians and Europeans and compare and contrast the social, political, and economic developments of North American settlements in the eighteenth century. | Students will be graded on quizzes, exams, and essay questions. | CT, COM |
| Students will analyze the origins and outcome of the American Revolution and the early American struggles to establish a new form of government and nation during the War for Independence and the early national period. | Students will be graded on quizzes, exams, and essay questions. | CT, COM |
| Students will evaluate the political and social debates of the Jacksonian Era and analyze the impact of industrialization and westward expansion on political, economic, and social developments in the United States. | Students will be graded on quizzes, exams, and essay questions. | CT, COM |
| Students will describe efforts to realize American ideals of equality and analyze these struggles in relation to the present day. | Students will be graded on a writing assignment. | CT, TIM, COM, GSR |
| Students will examine the origins and outcome of the Civil War and Reconstruction. | Students will be graded on quizzes, exams, and essay questions. | CT, COM |

**Section II (must complete each item below)**

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| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | No change  List applicable major restriction codes |
| **Change course to an “International or Diversity Focus” course?** | Choose an item. |
| **Change course to a General Education course?** | Choose an item. |
| **Change course from General Education to non-General Education?** | Choose an item. |
| **Change course to a Writing Intensive course?** | Choose an item. |
| **Change course from Writing Intensive to non-Writing intensive?** | Choose an item. |
| **Change course to repeatable?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | Choose an item.  If repeatable, list maximum number of credits |

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| **Impact of Change of Course Proposal** | |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | Choose an item. |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | List impacts here |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| General Education Committee and the Department of Social Sciences | |

**Section III, Justification for proposal**

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| **Provide justification (below) for each change on this proposed curriculum action** |
| Course title change necessary to align with new state mandated course offerings in the General Education curriculum. The course title change also made it necessary to revise the topic outline and learning outcomes to adjust to the new course title. In the process of revisions, the course outline was updated. |

**Section IV, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Dr. Brian D. Page, Dr. Mark Herman, Dr. Cindy Ermus, Professor Dawn Kulpanowski, Professor Bruno Baltodano, Dr. Sheila Seelau, Dr. Phillip Wiseley, Professor Terri Heck |

**nOTE:** Changes for the Fall 2015 term must be submitted to the Dropbox by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | Brian D. Page | 10/1/2014 |
| **Academic Dean or Assistant Vice President** | Emery E. Alford | 10/1/2014 |
| **Dean’s Council Representative** | Dr. Mary Myers | 1/6/2015 |

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| **Select Curriculum Committee Meeting Date** | January 23, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.