# 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): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Hist 389W History Matters III: Senior Research Project** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences |**  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |  |
| A.3. [Originator](#Originator) | **Elisa Miller** | [Home department](#home_dept) | **History**  |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | **The History Department originally created HIST 389W, a senior capstone research course, as a 2-credit course in 2019. The purpose of making it a 2-credit course was to enable the department to offer several small sections of HIST 389W each semester. By offering multiple sections of HIST 389W, faculty members with different historical specialties could offer research seminar on themes, regions, and time periods related to their specialization. Students could choose the faculty member’s section that best aligned with their historical interests and training.** **In the past year, it has become apparent that there are both practical and philosophical concerns with HIST 389W as a 2-credit course. In order to succeed in constructing a strong original 20-25 page research paper throughout the semester, most students were doing the amount of work more in line with a 3 credit course and not getting credit for that additional work. The 2-credit model also made it more difficult for students to reach 15 credit semester amount needed to graduate in 4 years. Some students were forced to add additional 1 or 2 credit courses to their semester schedule to reach 15 credits for the semester. The importance of being on track to graduate in 4 years is especially critical now with the introduction of the HOPE scholarship. In addition, in the past couple of years, there have not been high enough numbers of advanced History and Secondary Education History majors to justify offering multiple sections of HIST 389W per semester. With the History Department facing a large number of retirements, it will also be difficult for the department to continue staff multiple sections of HIST 389W each semester and also meet the other curricular needs of the department.** **Changing the course to a 3-credit course would resolve these problems. The 3-credit amount more accurately reflects the amount of student time and effort needed to succeed in the course, it makes it easier for students to graduate in four years by being able to schedule 15 credits when they take HIST 389W without having to take 5 or 6 courses that semester, and it relieves pressure on the department to staff multiple sections per semester.** **In order to meet the original goal of content choice for students with multiple sections of HIST 389W, history faculty members are committed to working with students to allow them to construct research projects on a broad array historical topics, periods, and regions even if only one section of the course is offered per semester.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **This revision will have a positive impact on History and Secondary Education History students because the 3-credit load more accurately reflects the amount of work that students needed to complete to be successful in the course. In addition, the 3-credit amount will make it easier for students to reach the recommended 15 credit semester load needed to graduate in four years, an especially important goal in light of the new HOPE scholarship.**  |
| A.6. [Impact on other programs](#impact)  | **HIST 389W is a required course the Secondary Education History major, the Public History C.U.S. program, and Public History minor.**  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **n/a** |
| [*Library*:](#library) | **n/a** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_\_X\_\_ None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **N/A** |
| [*Facilities*](#facilities): | **N/A** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **HIST 389W** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **History Matters III: Senior Research Project** |  |
| B.4. [Course description](#description)  |  |  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| B.7. [Contact hours](#contacthours)  | **2** | **3** |
| B.8. [Credit hours](#credits) | **2** | **3** |
| B.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Type of cours](#instr_methods)e  |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  |  |
|  12 b. Is this an Honors  course? |  |  |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  |  |
|  12. d. Writing in the  Discipline (WID) |  |  |
| B.13. [How will student performance be evaluated?](#performance)  |  |  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**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.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Methodology and theory
	1. Review of the introduction to the theory and methods of the discipline from Hist 290 and 291.
	2. Possible class readings may include a guide to historical research such as Mary Lynn Rampolla, *A Pocket Guide to Writing in History* and other articles and excerpts on historical research methods.
	3. Application of the general skills developed in Hist 281 and 282 to the subfield that is the focus of the particular section of Hist 389 (US, Africa, Latin America, etc.).
2. Guided Individual Research Projects
	1. Students conduct preliminary research and develop research proposals based on existing historiography and available sources.
	2. Students conduct extensive primary and secondary source research, with guidance and support from the instructor and their classmates.
	3. Students complete their capstone project, which will usually consist of a research paper of approximately 25 pages, but may in some cases, and in particular for public history students, take other forms (e.g., a documentary film, a website, or an exhibit).
3. Student presentation of individual research projects.
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## **G. 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 their 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 to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

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

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Elisa Miller | Chair, History |  |  |
| Quenby Hughes | Dean, FAS |  |  |
|  |  |  |  |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Carol Cummings | Dean, FSEHD |  |  |
| Charlie McLaughlin | Chair, Educational Studies  |  |  |
|  |  |  | Tab to add rows |