

**UCC/UGC/ECCC**

Proposal for Course Change

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| **FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

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| 1. Course subject and number: | **HIS 430** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| 3. College: | Arts and Letters | 4. Academic Unit: | History |

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| 5. Current Student Learning Outcomes of the course.  Content Outcomes  Government:   * Comparison of different forms of government * Ways in which the Enlightenment philosophers and English and colonial thought influenced the foundation of the U.S. government * The principles of the Constitution--popular sovereignty, limited government, separation of powers, checks and balances, federalism, and judicial review * The compromises necessary to create the Constitution and the battle for ratification * The Bill of Rights--what the amendments are, why they were put into the Constitution, and their application today * Amendments 11-27--the historical background of their incorporation into the Constitution and their application to today * Political ideology--political socialization and its influence upon the political system * Changing nature of federalism and all of its current messiness * Powers and functions of the legislative, executive and judicial branches of government and how each branch relates to the others * Process of a bill becoming a law with a focus on all of the competing interests * The influence of the linking institutions upon policy making and the political process--interest groups and lobbyists, media, and political parties * The formation of policy agendas, the enactment of public policies by Congress and the president and the implementation and interpretation of the policies by the bureaucracy and the courts * The judicial interpretations of various civil rights and liberties, with a special emphasis on decisions that affect current student rights * Connection of current issues to long standing debates in American politics ( for example, federalism, individual rights vs. public rights, privacy rights vs. public good, etc.)   Economics   * The relationship of scarcity to economics * How different economic systems answer the questions of “what to produce,” “how to produce,” and how to distribute scarce goods and services * How the economic choices made by individuals, businesses, governments, and societies incur opportunity costs * Demand, supply, and equilibrium point * The differences between micro and macro economics * The role of “marginal” thinking in effective decision making (cost-benefit analysis) * The principles of a market economy * Comparison of the advantages and disadvantages sole proprietoriships, partnerships, and corporations * The debate over what role the government should play in a market economy * The principles of structure of the U.S. tax system and the impact of taxes upon the economy * The role of labor in the economy * The impact of globalization upon U.S. trade and economy and other parts of the world * Economic problems--recession, inflation. unemployment, maldistribution of wealth, the deficit and the debt, inflation, poverty, etc. * Financial literacy--investment, insurance, education, credit, stock market, personal taxes, etc.   Methods:   * Relevance: importance of keeping current with the news in order to apply what’s happening in today’s society with classroom content * Questioning techniques for teachers and ways to teach students how to question * Methods to elicit informed discussion--fishbowl, socratic seminars, debate techniques, etc. * Methods of teaching controversial issues * Technological and Media Literacy--ways to help students to become media literate in today’s “You Tube, tweeting, instant news era,”; teaching how to determine fact from opinion * How to sift through and use the many web sites that provide lesson plans * How to use primary sources from reading John Locke to the Constitution to Supreme Court decision to reading Adam Smith, Karl Marx, today’s economists, etc. * How to relate current/historical events to economics; how to apply economic theories to political ideology | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*  **UNCHANGED** |

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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **HIS 430 TEACHING AND LEARNING GOVERNMENT ECONOMICS (3)**  Description: This course focuses on the teaching and learning of government and economics, critical thinking skills, and ways of teaching secondary school government and economics classes. The content is interwoven with pedagogical strategies, evidence-based evaluation, standards, dispositions, and practice. Required of all secondary education majors preparing to teach history and the social sciences. Normally completed the semester before student teaching. Co-convenes with HIS 530. Contains an assessment that must be passed to be eligible to register for student teaching. Letter grade only. Course fee required.  Units: 3  Prerequisite: HIS 330 | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **HIS 430 TEACHING AND LEARNING GOVERNMENT ECONOMICS (3)**  Description: This course focuses on the teaching and learning of government and economics, critical thinking skills, and ways of teaching secondary school government and economics classes. The content is interwoven with pedagogical strategies, evidence-based evaluation, standards, dispositions, and practice. Required of all secondary education majors preparing to teach history and the social sciences. Normally completed the semester before student teaching. Co-convenes with HIS 530. Contains an assessment that must be passed to be eligible to register for student teaching. Letter grade only. Course fee required.  Units: 3  Prerequisite: HIS 330, **declared History and Social Studies Education major** |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**The prerequisite change will allow only History Education majors to enroll in the course.**

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| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

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| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title: | Proposed short course title (max 30 characters): |
| Current long course title: | Proposed long course title (max 100 characters): |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite:  HIS 205 and 206 | Proposed prerequisite (include rationale in the justification):  **HIS 330, declared History and Social Studies Education major** |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes  No

If yes, describe the impact. If applicable, include evidence of notification to and/or response

from each impacted academic unit.

**History and Social Studies-Secondary Education; B.S.Ed.**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**This pre-requisite change will not require any related plan change proposals.**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/04/2013** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
| John Leung (for Eric Meeks) | 10/08/2013 |
| Department Chair/Unit Head (if appropriate) | Date |
| Jean Boreen (for Kate Ellis) | 10/10/13 |
| Chair of college curriculum committee | Date |
| Jean Boreen | 10/10/13 |
| Dean of college | Date |
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| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
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| **Approvals:** |  |
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| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No