**Purdue Northwest Curriculum Document Coversheet**

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| **Document No:**  (According to [Instruction](http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/)s[[1]](#footnote-1)) | CHESS 18-11 NEW COURSE HIST 30105 | **Approval by Faculty Senate:**  (Leave Blank) | 1/11/19 |
| **Proposed Effective Date** | Fall 2019 | **Date Reviewed by Senate Curriculum**  **Committee:**  (Leave blank) | 12/14/18 |
| **Submitting Department:**  (Name of both Dept & College/School ) | History and Philosophy | **Name(s) of Library Staff Consulted:**  (NA if not required) |  |
| **Date Reviewed by Department** | 11/16/2018 |  |  |
| **Submission Date:**  (Date sent to College/School Curr Comm after Dept Review) | 11/19/2018 | **Will New Library**  **Resources Used?** | **Yes** **No**  Double-click to check Yes / No. |
| **Date Reviewed by College/School Curriculum Committee** | 11/30/2018 | **Form 40 Needed?**  (Double-click one box.)  Registrar will complete Form 40 **after** Senate approval of document. | **Yes** New courses or any course change, check **YES**  **No** For **all other** curriculum matters, check **NO**.  Adopting from West Lafayette |
| **Contact Person(s):**  (Name & Title) | Wendy St. Jean  Associate Professor of History |  |  |

Unless marked “Leave blank” all parts of this form must be filled in **before** sending to Secretary of the Faculty Senate.

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| **Task (check all that apply and fill out sections appropriate for each change).**  Program/Concentration Change or New Program/Concentration Proposal: Complete Section I, III, & IV  Minor Change or New Minor Proposal: Complete Section I (delete sections III & IV)  Certificate Change or New Certificate Proposal: Complete Section I (delete sections III & IV)  Course Change or New Course Proposal: Complete Section II (delete sections III & IV) |
| **Program name**. |
| **Degree name(s).** (If applicable.) |

## Section I: This section is for changes in programs, minors and certificates

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| **List the major changes in each program of study, minor or certificate.**  Does not change course of study; the class is an elective only. |
| **Impact on Students.** (State “N/A” if proposal will not greatly affect students.)  It will give students a broader historical perspective. |
| **Impact on University Resources.** (State “N/A” if proposal will not require new resources, faculty or funds.)  Minor impact; the library might need to increase its holdings. |
| **Impact on other Academic Units.** (State “N/A” if proposal will not affect other units.)(Include name of person in affected area discussed with)  N/A |

## Section II: This section is for changes in courses only

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| **Subject.** (Brief description of proposed change, addition or deletion.) Addition of a new class. |
| **Justification.** (Briefly list main reasons for proposed change, addition or deletion.)  This is a class that is being added worldwide because of its relevance to living in modern society and its emphasis on critical thinking and transdisciplinarity. |

Use the **Current** and **Proposed** spaces below for course changes only. Otherwise, mark “N/A”

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| **Current:** (Course changes: include entire present catalog information. Leave blank if new course) | | **Proposed:** (Course changes: include entire new catalog information.)  **Add this existing Purdue-WL course to PNW catalog:**  **History 30105 BIG HISTORY: TIME AND SCALE** Cr. 3 This course explores Big History, a new form of world/global history.  Like all forms of world history, Big History transcends the limitations of nation-centered perspectives.  Drawing on the history of science and environmental history, Big History considers the many forces (physical, biological, environmental, social, and political) that drive change across time. |
| **Is this course also:** | **General Education** | **Currently Designated ExL (see** [**instructions[[2]](#footnote-2)**](http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/)**)** |

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| **Course Objectives / Learning Outcomes.** (New courses only. List main outcomes. If lengthy, attach separate page.)  1. Comprehension of the major developments in the history of the universe, and how we think about and imagine the universe, from the Big Bang to the present. Assessment: quizzes and final exam.  2. An understanding of Big History themes addressed in the course through defining, explaining, and/or analyzing them. Assessment: field exercises, reader's responses, and four logically and coherently organized essays.  3. The ability to locate and evaluate appropriate secondary sources, and extract and synthesize research; additionally, students must demonstrate appropriate summarizing, paraphrasing, and quoting. |
| **Impact on Students.** We expect that their Big History course will be a transformative experience for many students, meaning that they will come out of it perceiving their everyday world in new ways. |
| **Impact on University Resources.** Minor additional library expenditure. |
| **Impact on other Academic Units.** N/A |

(Boxes will expand and spill over onto next page to accommodate your typing.)

1. <http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/> [↑](#footnote-ref-1)
2. <http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/> [↑](#footnote-ref-2)