

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ITC 250 - History of Computing or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We request that the course ITC 250 (History of Computing) be included in the Historical Literacy menu in the University Requirements listing.

The attached document describes how the course content correlates with the criteria specified for courses in this menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A	--	A	--								
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A	A	A	--								
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A			A	--	A	--								
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A	A	A	--								
5.	Major — Revision of major ^{4,5}	A	A	A	A			A	--	A	--								
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--								
7.	Major — Add ^{4,5}	A	A	A	A			A	A	A	I								
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I								
9.	Major – Discontinue (proposed by the Provost)	See below.																	
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	--								
11.	Minor — Revise course selection	A	A	A	I			I	--	I	--								
12.	Minor — Add	A	A	A	A			A	--	A	--								
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A	--	A	--								
14.	Minor – Discontinue (proposed by the Provost)	See below.																	
15.	Degree — Add	A	A	A	A			A	A	A	I								
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I								
17.	Degree – Discontinue (proposed by the Provost)	See below.																	
18.	Any change to a graduate degree program	A	A	A	A			A	--	A	--								

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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					COUNCIL ³					
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	3.05.18 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	3-4-18 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3/5/18 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

ITC 250

Proposal for inclusion in Historical Literacy menu

SITC is proposing a new course – ITC 250 : History of Computing – for addition to the catalog and for inclusion in the university's Historical Literacy menu. The focus of this document is to show correlation between the course competencies (as listed in the application and sample syllabus) and the criteria for menu inclusion.

We believe that the course satisfies the general criteria – lower-level number (250), free of prerequisites and co-requisites (yes), appealing to more than one or two majors (we believe that studying the history of computing, its development over time and its effects in society, will have broad appeal to many students) and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (this course studies the broad arc of history through the lens of events and effects introduced by computing technologies).

This listing shows how the specified criteria for Historical Literacy courses will be addressed, including a rough correlation between course competencies and these criteria.

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
 - Course content, readings and discussions will present information about key historical events, personalities, developments and ideas
 - Students will discuss these events, people, *etc.* in blog posts, reflecting on who influenced the historical development of computing technology (and in some notable cases, who didn't show lasting influence) and what factors affected it. Some special focus will be given to highlighting the gender/racial/national/social diversity of prominent people in the history of computing.
 - Students' knowledge about key events and people will be assessed in the final exam at end of semester

This criterion correlates with these course competencies:

#1: *"Identify key developments and events in the history of computing"*

#2: *"Recognize notable personalities in history of computing, and analyze in depth the work of some chosen person"*

2. Students will encounter and analyze primary sources in their historical context.
 - Students will research and write a biographic paper about some notable historical figure, drawing from primary sources as much as possible
 - Students will research and write a historical analysis paper about the development of some particular event or innovation, drawing from primary sources as much as possible
 - Course content and readings will also draw heavily from primary sources, especially for discussion of contrast between the intentions and appearance at the time as compared to later (or current) perspectives

This criterion correlates with this course competency:

#4: *"Analyze primary sources as well as later perspectives to address the formative environment, motivations, development and effect of some chosen person, event, innovation, or bounded time period"*

3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.

- Students will research and write a biographic paper about some notable historical figure, drawing from primary sources as much as possible
- Students will research and write a historical analysis paper about the development of some particular event or innovation, drawing from primary sources as much as possible
- Students will discuss these events, people, *etc.* in blog posts, reflecting on who influenced the historical development of computing technology (and in some notable cases, who didn't show lasting influence) and what factors affected this

This criterion correlates with this course competency:

#3: *"Discuss the immediate and long-term change of some person or event in computing innovation and practice as well as in broader culture. Address (where possible) broad and/or recurrent themes of causation and change"*

4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography)

- Course content and discussion will draw from primary sources and current analysis to consider the difference between immediate and hindsight perspective

This criterion correlates with these course competencies:

#3: *"Discuss the immediate and long-term change of some person or event in computing innovation and practice as well as in broader culture. Address (where possible) broad and/or recurrent themes of causation and change"*

#5: *"Evaluate the advancement, growth and sustainability of current innovations, practices or trends based on similarity to past occurrences"*

The Historical Literacy menu courses address this general education competency:

"Responsibility for individual, social and civic choices."

with an overall student learning outcome of:

"Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology)"

In this course, students will be expected to engage in a broad consideration of how computing technologies (and the people creating/introducing them) have affected individuals, government and industries of all sorts. We will examine what has happened, what effect it has had so far, to identify the cause and outcomes of various technologies.

The assessment method will be two research papers, one focused on an individual person and the other covering some event or narrow time period (broader than one person).

An acceptable goal is at least 80% of students scoring at least 70% (C level) on at least one of these two.

An ideal goal is at least 80% of students averaging at least 80% (B level) over both papers.