

B - Course Revision Form V. 7.2022 : Entry # 2387**DEAN Decision**

Approved

Today's Date

09/22/2022

ACADEMIC PROGRAM Decision

Approved

Today's Date

10/25/2022

Please type in the name of your committee

Service Learning Committee

EPC Decision

Approved

Today's Date

10/28/2022

APIRC Decision

Approved

Today's Date

01/13/2023

Begin Form**Today's Date**

09/12/2022

Your Name

Joey Fink

Your Email:jfink@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

B - Course Revision Form V. 7.2022 : Entry # 2387

Rick Schneid

Email address of your Department Chairfschneid@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Since proposing to make this upper-level History course a Service Learning course, I have accepted the role of Interim Chair for 2023-2024. Because of the additional administrative responsibilities and the course release, it's uncertain exactly when we can run this course in 2023-2024.

Is this course part of GoGlobal?

No

Does this course, as revised, include any community engagement?

Yes

Is this a revision to meet new Gen Ed requirements?

No

Are you submitting multiple courses for revision from the same department?

No, just one

Does this course as it currently exists fulfill any of the below University academic program requirements?

- This course does not currently fulfill academic program requirements

What would you like to revise?

- Learning Outcomes
- Adding or removing an Academic Program

Are you also revising any of the following for this course?

- Change course title
- Change course description

What Academic Program would you like to add/remove?

B - Course Revision Form V. 7.2022 : Entry # 2387

Add Service Learning

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
3241	History major/minor	elective

Is this course cross listed?

No

Choose the department designator for your course from the list below.

HST

Current course number

3241

Current course title

Sex and the City

Adding/Removing Academic Programs**Please describe the change you are seeking to make and provide a rationale**

I'm adding a Service Learning component to this existing upper-level History course. I've made slight changes to the learning outcomes so that they better reflect the objectives of an upper-level History seminar that also fulfills service learning requirements. I'm also changing the title because I think the existing course title ("Sex and the City") is an outdated cultural reference that does little or nothing helpful in terms of encouraging enrollment and may, in fact, lead students to make false assumptions about the course content.

Curriculum Review Information**Please list the revised student learning outcomes for this course**

Course Objectives (History):

1. Explain women's experiences in and impact on America's urban areas in specific historical contexts, with attention to change (and continuity) over time and variations among different groups.
2. Demonstrate an understanding of how gender intersects with other factors, such as race, class, sexuality, ethnicity, ability, religion, and nationality, to shape identity, experience, and status.
3. Formulate evidence-based conclusions about historical events and human experience, adhering to the discipline's research methodologies and standards for citations.

Course Objectives (Service Learning):

1. Synthesize knowledge from the theory of the course and the practical service experience to reflect on one's role in civic life.

B - Course Revision Form V. 7.2022 : Entry # 2387

2. Demonstrate the ability to recognize complex ethical issues.
3. Develop students' understanding of diversity through engagement with people who are different from them.

Please list any revisions to units or content areas that will be required for all sections of this course

There is no required content for this course; instructors have the liberty to choose the locations, time periods, and topics/events/people to focus on when they teach it. For an example of the kinds of content that could be taught in this seminar, please consult the course schedule in the sample syllabi (pp. 20-31), where you can see that each course meeting has a title that summarizes or references the topic we're focusing on that day, and the assigned readings. This should adequately demonstrate the kind of content this course could cover to meet its learning outcomes.

Please list any revisions to assignments, tests, or other assessments that will be required for all sections of this course. If you have Gen Ed learning outcomes, please address assessment for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

You can consult the pages 6-11 of the sample syllabi for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes (i.e., there is a table that links the assignments to the learning outcomes they will assess, and descriptive paragraphs for the various kinds of graded course work).

The only assignment that would be required any time this course is taught relates to the Service Learning designation. The final journal entry (assigned during Week 15) will include the questions/prompts from the Qualtrics survey that the Service Learning committee provides. On pages 10-11 (under Service Learning Journal) and on page 30 (Week 15 in the Course Schedule) of the sample syllabus, you can see the language that explains how the Qualtrics survey questions will be administered to the students and states that this particular assignment must be completed to pass the course.

Please list any revisions to course policies that will be required for all sections of this course

Service Learning Policies and Expectations have been added to the course syllabus (see pages 3-5). The attendance policy (pp. 14-15) and the policy on classes/service learning hours cancelled due to illness/inclement weather (pp. 16-17) now include language specific to service learning (i.e., this course is not available for remote learning; service learning hours must be made up regardless of the weather or illness problem that interfered with your ability to fulfill them as scheduled).

Under "Classroom Etiquette," I may need to add specific expectations for conduct beyond campus/with community partners. I would create these expectations based on conversations with the community partner, and I don't expect that they would differ much from the basic expectations for any students in my courses.

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

We will meet for class sessions during Weeks 15-16, but there will not be any assigned readings (or the assigned reading will be very light). These class sessions will be devoted to exercises and in-class work that encourages the kind of collaboration and reflection at the heart of service learning courses. Instead of a final exam, students will host community partners for an event that includes presentations.

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

N/A

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

The following responds to a question raised by the Service Learning committee: The SL project for this course would always be oral history interviews, but the community partner may change. For instance, let's say 2-3 years from now, Healthy Beginnings

B - Course Revision Form V. 7.2022 : Entry # 2387

doesn't need more oral history interviews, but the High Point Museum has a list of 20+ people they want to interview about women's work in the city's schools since the 1980s. I could easily adapt the readings to prepare students to conduct interviews on this, leaving pretty much everything else as is.

Sample Syllabus

- [Fink_HST-3241-revised-SL-syllabus.docx](#)