

Course Discipline Code & No: HST 235 Title: African History Effective Term W 07
 Division Code: ~~HHS~~ HSS Department Code: SSCD Org #: 1170
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.

<input type="checkbox"/> Consultation with all departments affected by this course is required.	<input type="checkbox"/> Total Contact Hours (total contact hours were: _____)
<input type="checkbox"/> Course discipline code & number (was _____)* *Must submit inactivation form for previous course.	<input type="checkbox"/> Distribution of contact hours (contact hours were: lecture: _____ lab _____ clinical _____ other _____)
<input type="checkbox"/> Course title (was _____)	<input type="checkbox"/> Pre-requisite, co-requisite, or enrollment restrictions
<input checked="" type="checkbox"/> Course description	<input type="checkbox"/> Change in Grading Method
<input type="checkbox"/> Course objectives (minor changes)	<input type="checkbox"/> Outcomes/Assessment
<input type="checkbox"/> Credit hours (credits were: _____)	<input type="checkbox"/> Objectives/Evaluation
	<input type="checkbox"/> Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 Africa has a central importance in global affairs.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted

Print: Thornton Perkins Faculty/Preparer Signature Thornton Perkins Date: 11-23-2006
 Print: BANDY W. LALTORE Department Chair Signature Bandy W. Lallore Date: 11/27/06

Division Review by Dean
 Request for conditional approval
 Recommendation Yes No (Signature) Date: JAN 08 2007
 Dean's/Administrator's Signature

Curriculum Committee Review
 Recommendation Tabled Yes No (Signature) Date: 8/13/08
 Curriculum Committee Chair's Signature

Vice President for Instruction Approval
(Signature) Date: 8/14/08
 Vice President's Signature

Approval Yes No Conditional

Do not write in shaded area.

Log File 1/9/07 Ecopy Banner 8/26 C&A Database 8/26 C&A Log File 8/26 Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: HST 235	Course title: African History
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Credit hours: 3 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center; border-bottom: 1px solid black;">Student</td> <td style="text-align: center; border-bottom: 1px solid black;">Instructor</td> </tr> <tr> <td>Lecture:</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Totals:</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> </table>		Student	Instructor	Lecture:	45	45	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	Student	Instructor																						
Lecture:	45	45																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
Totals:	45	45																						

Prerequisites. Select one:

- College-level Reading & Writing
 Reduced Reading/Writing Scores
(Add information at Level I prerequisite)
 No Basic Skills Prerequisite
(College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together</small>	Corequisites <small>Must be enrolled in this class also during the same semester</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

- and or Consent required
 and or Admission to program required
 and or Other (please specify):
 Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation.
 Insert course number and title you wish the course to transfer as.

- | | |
|---|---|
| <input checked="" type="checkbox"/> E.M.U. as _____ | <input type="checkbox"/> _____ as _____ |
| <input type="checkbox"/> U of M as _____ | <input type="checkbox"/> _____ as _____ |
| <input type="checkbox"/> _____ as _____ | <input type="checkbox"/> _____ as _____ |

<p>Course HST 235</p>	<p>Course title African History</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>The African History course is a survey of the development of African society, its culture and institutions, with emphasis on the 13th Century to the present. It will address the effects of Christianity, Islam, the slave trade and colonialism on the African continent. Emphasis will be placed on the decolonization and industrialization of modern Africa.</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <hr/> <p>Students will be able to identify the major geographic characteristics of the African continent.</p> <hr/> <p>Students will be able to describe and explain the important historical events that have occurred in Africa</p>	<p>Assessment Methods for determining course effectiveness</p> <hr/> <p>Department proficiency exam.</p> <hr/> <p>Department proficiency exam.</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <hr/> <p>Students will be able to identify the major African river systems; Niger, Nile, Congo, Zambezi. Also students will locate mountain systems (Atlas, Drakensberg), Sahara Desert.</p> <p>Student will be able to trace the evolution of mankind to Africa. Identification of hominids; homo erectus, homo sapiens.</p> <p>Students will be able to describe the major linguistic groups, and cultural traditions within the regions of the African continent.</p> <p>Identify (describe requires an 'essay') the major linguistic groups and cultural traditions.</p> <p>Students will be able to describe the ancient civilizations that existed in Africa. Egypt, the West African Kingdoms, Nubia, Ethiopia.</p> <p>Students will be able to explain the expansion of the Islamic religion in Africa. Also, students will be able to demonstrate a basic understanding of the Islamic religion.</p> <p>Students will be able to trace the origins of the slave trade in Africa.</p> <p>Trace the origins of the slave trade in Africa.</p> <p>Students will be able to explain and describe the colonization of Africa by the European powers.</p> <p>Student will compare and contrast the British and French colonial systems.</p> <p>Students will be able to explain and describe the African independence movement, its leaders and major events.</p>	<p>Evaluation Methods for determining level of student performance of objectives</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p> <hr/> <p>Quizzes: Matching, fill in the blanks, short answer.</p>

List all new resources needed for course, including library materials.

Student Materials:

<p>List examples of types</p> <ul style="list-style-type: none"> Texts Supplemental reading Supplies Uniforms Equipment Tools Software 	<p>Textbook: History of Africa, Kevin Shillington, MacMillan Publishing LTD., 1995</p>	<p>Estimated costs</p> <p>\$ 40</p>
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Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR <input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
<input checked="" type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	
<input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place	Course section(s)/other population	Number students to be assessed
Students will be able to identify the major geographic characteristics of the African continent.	Department proficiency exam.	Fall 2008 then once per three year cycle	All	Random sampling 15 students.
Students will be able to describe and explain the important historical events that have occurred in Africa	Department proficiency exam.	Fall 2008 then once per three year cycle	All	Random sampling 15 students.

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

The Departmental proficiency exam will be scored against the answer sheet. Essay questions will be scored using the attached rubric.

2. Indicate the standard of success to be used for this assessment.

- 75% of the student population having an average of 75% or higher on the proficiency exam.

3. Indicate who will score and analyze the data (data must be blind-scored).

- Departmental faculty will score and analyze the data

MASTER SYLLABUS

4. Explain the process for using assessment data to improve the course.
 - Data from the proficiency and final exams will identify student strengths and weaknesses in relative areas of study. Weaknesses will be addressed and curricular changes will be made where needed.
 - Data from the essay answers given by students during proficiency exams ~~and final exams~~ will evaluate the students' ability to synthesize, analyze, and integrate information on relative topics.