

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-63
Effective Summer 2020

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5999
3. **Short title:** Capstone in Graduate History
4. **Long title:** Capstone in Graduate History
5. **Hours per week:** 1_ Class 0 Lab 1 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2020
8. **Catalog course description:** Capstone will be a directed study in which students synthesize and summarize the significant developments in US, premodern, and modern world history and the corresponding historiography and develop their own interpretations within these fields.

9. Course attributes:

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☐ Lecture ☐ Lab ☐ Lecture/lab combined ☒ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): None

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No

13. Prerequisite(s): Completion of 31 graduate hours in history, including HIS 5001: Summer Institute in Graduate History

a. **Can prerequisite be taken concurrently?** ☐ Yes ☒ No

b. **Minimum grade required for the prerequisite course(s)?** 3.0

c. **Use Banner coding to enforce prerequisite course(s)?** ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☒ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MA in History, Online Option for Teachers

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: N/A

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: none

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software Video conferencing software (for interview)

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of MA in History, Online Option for Teachers

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. **Rationale for proposal:** This course is designed as the capstone experience for the History MA online option for teachers. Students will synthesize and evaluate the historiography they have encountered in their coursework (in proseminars and in the electives) and they will generate their own interpretations of major historical developments, thereby demonstrating their command of the content knowledge. The course provides students the opportunity to review the large body of material they have studied and to produce original interpretations that will be useful to them professionally. Successful completion of this capstone (B or better) will constitute demonstration of comprehensive knowledge in the field.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: This course is designed as the capstone experience and therefore could not be taken until coursework is completed.

Co-requisites: N/A

Enrollment restrictions: This course is specifically designed for the MA in History Online Option for Teachers. It will not be appropriate for any other degree option.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The online version of this course will be a requirement of the online History MA Option for Teachers option.

Instruction: This online course will be offered through the University's online learning management system, supplemented as needed by other online learning technologies (for example, email or Illuminate.) Faculty teaching the online version will have completed the Online Course Development Institute or other training recognized by EIU as equivalent.

Integrity: As in the face-to-face course, students in the online course will be expected to produce a significant amount of original writing in the form of annotated bibliography, syllabi, and response essays. Assignments will require analysis of specific sources and integration of those sources into individual written, which will make plagiarism difficult and obvious. Anti-plagiarism software can also be used by faculty to assure the integrity of submissions. Evaluation of students in the online offering will be open book (exams, papers, etc.) but based on questions that require critical analysis and synthesis of historiographical sources.

Interaction: This course is designed as directed independent study. The faculty member and the student will interact frequently over email or D2L in developing and revising the various assignments. The interview will be conducted with online communication such as Skype.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HIS 5999: Capstone in Graduate History
2. Catalog description: Capstone will be a directed study in which students synthesize and summarize the significant developments in US, premodern, and modern world history and the corresponding historiography and develop and present their own interpretations within these fields.
3. Learning objectives.
 - L1. Students will organize and differentiate the significant scholarship in US as well as premodern and modern world history as well as describe and explain the major historiographical developments in these fields. (G1)
 - L2. Students will produce their own interpretations of major developments in world and US history. (G2)
 - L3. Students will critique the arguments and interpretations of other historians. (G2)
 - L4. Students will apply the appropriate disciplinary citation system as well as citation management. (G4)
 - L5. Students will convey their understanding of the fields and methods of the discipline through written and oral communication. (G3)

These learning objectives correspond to the following graduate learning goals at EIU

- G1. A depth of content knowledge
- G2. Critical thinking and problem solving skills
- G3. Effective oral and communication skills
- G4. Evidence of advanced scholarship through research and/or creative activity

4. Course materials: None

5. Weekly outline of content.

Weeks 1-4	Preparation of Annotated bibliographies
Weeks 5-9	Development of Syllabi
Weeks 10-15	Writing of response papers
Week 16	Interview with faculty

6. Assignments:

1. Annotated Bibliography of coursework 25% [Student will assemble the significant works in each field into three separate annotated bibliographies.]
2. Response essays/sample exam essays 25% [Written responses to broadly interpretive questions]
3. Syllabi 25% [Students would develop syllabi for three courses, one in each field of study (US, Modern, Premodern) that includes not only the material from the proseminars, but also those from the electives.]
4. Interview 25% [Student will undergo an interview (oral exam) with instructor and two other faculty, one from each field of study.]

7. Grading scale.

90-100%=A
80-89%=B
70-79%=C
60-69%=D
<60%=F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goal	Annotated Bibliography	Response papers	Syllabi	Interview
L1. Students will organize and differentiate the significant scholarship in US as well as premodern and modern world history as well as describe and explain the major historiographical developments in these fields. (G1)	X	X		X
L2. Students will produce their own interpretations			X	X

of major developments in world and US history. (G2)				
L3. Students will critique the arguments and interpretations of other historians. (G2)		X		X
L4. Students will apply the appropriate disciplinary citation system as well as citation management. (G4)	X	X		
L5. Students will convey their understanding of the fields and methods of the discipline through written and oral communication. (G3)		X		X

Date approved by the department or school: 9/23/2016

Date approved by the college curriculum committee: 10/19/16

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: