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Template E

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

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| Contact Person: | Lynn Botelho | Email Address: | Botelho@iup.edu |
| Proposing Depart/Unit: | History | Phone: | 7-2284 |

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| Course Prefix/Number | HIST 406 ⁵⁰⁶ Europe Discovers Itself: 1450-1789 |
| Adding DE to an Already Approved Course | <input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i> |
| Type of Proposal | (See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV |
| Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i> | <p>This course divides this long chronological period into two sections: 1450-1600 and 1600-1789.</p> <p>PART ONE, 1450-1600</p> <p>Week 1: Population, Agricultural Change, and Economics: Crop rotation systems, population growth and fertility, early acquisition of capital during economic crisis.</p> <p>Week 2: Individuals in Society, 1450-1600: The body, The Life Cycle, Family, Kin, and Community Networks.</p> <p>Week 3: Politics and Power, 1450-1600: War, Taxes and Bureaucracies, Nation/State formation; The Ottoman Empire; Eastern Europe.</p> <p>Week 4: Cultural and Intellectual Life, 1450-1600: Schools; Political Theory; Humanism; Literature and Art.</p> <p>Week 5: Religious Reform and Consolidation, 1450-1600: The Early Reformation; The Radical Reformation; Social Change and the Reformation; Religious Wars; Calvinism; The Catholic Reformation.</p> <p>Week 6: Economic and Technology, 1450-1600: Capitalism, Rural Developments, Mining, Cloth, Banking, Urban Life; Poverty.</p> <p>Week 7: Europe in the World, 1450-1600: India; Chinese and Portuguese Voyages; Columbus; Europeans in Asia, Africa, the Americas; Global Connections.</p> |

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| | <p>PART TWO, 1600-1789</p> <p>Week 8: Individuals in Society, 1600-1789: Class; Emotions; Medicine; Reproduction; Sex Crimes and Scandals.</p> <p>Week 9: Politics and Power, 1600-1789: Absolutism; Warfare and Alliances; France; Spain: The British; The Ottoman Empire; The Hapsburgs; Enlightened Rulers.</p> <p>Week 10: Cultural and Intellectual Life, 1600-1789: Learned Societies; New Methods in Science; Mathematics and the Mind of God; Natural Rights; The Enlightenment.</p> <p>Week 11: Religious Consolidation and Renewal, 1600-1789. Protestant State Churches; Church and State in Catholicism; Spiritualism; Moravians and Methodists; Gender Issues in Western Christianity; Eastern Orthodoxy; Judaism; Islam.</p> <p>Week 12: Economics and Technology, 1600-1789: Population Growth; Proto-Industry; The Industrial Revolution; Commerce and Banking.</p> <p>Week 13: Europe in the World, 1600-1789: Explorations; Trade and Colonies; Race; Colonialism.</p> <p>Week 14: Is Early Modern Medieval or Modern?: Wrapping it all up and review.</p> |
| Rationale for Proposal (Required Questions from CBA) | |
| <p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p> | <p>Dr. Botelho has taught HIST 320 online, Summer 2014. She has been using D2L since Fall, 2011. It quickly became an important component in all of her classes. Amongst its uses, Dr. Botelho employs Dropbox and its assessment feature, threaded-discussion groups, PowerPoint presentation, and all aspects of course management and grading. Further, she uses it to post digital copies of rare manuscripts and images. Recently, she has incorporated audio components. Her HIST 602 featured the construction of a public webpage and a blogging center. In addition, Dr. Botelho has attended D2L workshops run by the university, as well as having had two private and extended meetings with David Bruce Porter to explore some of the finer points of Online Instruction.</p> <p>As for discipline qualifications, Dr. Botelho received her Ph.D. in history from Cambridge University in Early Modern English history. IUP has awarded her both the Distinguished University Professor title, as well as its Distinguished Faculty for Research. She has taught a wide variety of classes in early modern history, including HIST 306 (this classes original number), since her appointment to the university in 1996.</p> |
| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | <p><u>Objective 1:</u> Explain the major themes in Early Modern European History (1450-1789) This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exam, book papers, and discussions, with particular emphasis on exams and discussions.</p> <p><u>Objective 2:</u> Analyze some of the major themes in the historiography of Early Modern Europe. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading</p> |

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| | <p>corresponding chapters in their textbook, viewing online readings in the university’s course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.</p> <p>Objective 3: Learn to work with and analyze primary and secondary sources. This will be met through several ways. The students will read a variety of primary sources online (readings, images, videos) in the university’s course management system and will participate in a weekly threaded discussion on these primary sources. Students will also do a group project where they create a wikipage using primary and secondary sources.</p> <p>Objective 4: Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Western Europe, including women, Jews, Muslims, peoples in America, Africa, and the East, as well as none-mainstream Christian groups. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university’s course management system, reading corresponding chapters in their textbook, viewing online readings in the university’s course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams, book papers, and discussion, with particular emphasis on exams and discussion.</p> |
| <p>How will instructor-student and student-student, if applicable, interaction take place?</p> | <p>INSTRUCTOR-STUDENT INTERACTION</p> <ol style="list-style-type: none"> 1) Posting and answering messages in the university’s course management system general question discussion area; 2) Answering emails from students; 3) Sending out group notices in university’s course management system or through email about class management issues; 4) At the end of each week, I will send out an email summarizing the week’s threaded discussion and adding my thoughts to the discussion; 5) When I grade the online exams in the university’s course management system I will be able to provide feedback to each student; 6) Each small group will send me a rough draft of their group project and I will provide feedback to them based on the criteria for the assignment; 7) Through the grade book function in the university’s course management system which will provide feedback to the students on their discussions, online exams, internet assignment, and group project. <p>STUDENT-STUDENT INTERATION</p> <ol style="list-style-type: none"> 1) Each week the students will participate in a threaded discussion that requires both an original posting and responses to other student postings; 2) They will also participate in a group project that creates a wikipage on a historical project. They will be graded by the instructor on the accuracy of their final submission, as well as by the other group members for their participation. |
| <p>How will student achievement be evaluated?</p> | <ol style="list-style-type: none"> 1) the quality of student posts on the weekly discussion questions based on the scoring rubric; 2) their scores on online exams administered in the university’s course management system; 3) their score on a small group project which includes peer assessment from the other |

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| | <p>members of the small group</p> <p>4) their score on book evaluation essays</p> |
| <p>How will academic honesty for tests and assignments be addressed?</p> | <p>Academic honesty will be addressed in several ways. First, the students will be asked to read a document explaining academic honesty and plagiarism. Then they will be required to take an online quiz on the material until they achieve a score of 90%.</p> <p>Book evaluation essays are structured in such a way as to prohibit the copying from SparkNotes, Cliff Notes, or purchased essays. All written materials will also be checked for originality with Turnitin.Com.</p> |