

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

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** _____ PLS 5940 _____
3. **Short title:** ___ Capstone Project _____
4. **Long title:** ___ Capstone Project _____
5. **Hours per week:** ___ Class ___ Lab ___ 3_ Credit
6. **Terms:** ☒ Fall ☒ Spring ☒ Summer ___ On demand
7. **Initial term:** ___ Fall ☒ Spring ___ Summer Year: ___ 2017 ___
8. **Catalog course description:** Students complete a capstone project with an applied Political Science focus, demonstrating a comprehensive understanding of Political Science theory, research, and methods.
9. **Course attributes:**
 General education component: _____ NA _____
 ___ 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: Students will defend their capstone in person, requiring a campus visit.
11. Course(s) to be deleted from the catalog once this course is approved. ___ NA _____
12. **Equivalent course(s):** _____ NA _____
 a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes ☒ No
13. **Prerequisite(s):** ___ None _____
 a. **Can prerequisite be taken concurrently?** ___ Yes NA ___ No
 b. **Minimum grade required for the prerequisite course(s)?** ___ NA ___
 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: Students enrolled in the MA program in Political Science.

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

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: _____

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

19. Special grading provisions:

☐ 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 _____

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. ☒ Course is required for the major(s) of MA degree in Political Science
☐ 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 provides an alternative for students to complete their Master's degree in Political Science. Currently, students choose between a thesis or a comprehensive written and oral exams. This capstone will replace the exam option. Applied research, such as policy or organizational analysis, will still demonstrate that students have mastered content knowledge and research methods. However, the capstone provides an additional benefit of demonstrating professional writing and oral skills, which are not always effectively demonstrated with the written and oral comprehensive exam. Additionally, the capstone project provides students the opportunity to conduct research directly relevant to their careers or career goals.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: There is no similar course.
Prerequisites: NA
Co-requisites: NA
Enrollment restrictions: This is a capstone for MA/PLS students only.
Writing active, intensive, centered: NA
4. **General education assurances (answer N/A if not applicable)**
General education component: NA
Curriculum: NA
Instruction: NA
Assessment: NA
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: The online version of this course will allow added scheduling flexibility for graduate students, and is vital for our development of an on-line MA option for Political Science students.
Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), along with email and other online technologies. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The faculty and student can facilitate a rich discussion about the research project. Technology will be used to support

student achievement by allowing them to interact with the instructor at times which are convenient for them.

Integrity: The integrity of student work will be assured through repeated revisions and draft. Given that students often have signature writing styles or voices, having someone else submit a single assignment will be evident to the instructor. All writing will be checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student interaction will be promoted through a variety of means, including (but not limited to) the LMS, email, feedback on writing, and online chats. Faculty are also be available to meet students via phone conversation or on campus for a face-to-face meeting. Students would be required to schedule an on-campus capstone defense with their faculty mentor and committee members.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 5940 Capstone Project
2. Catalog description: Students complete a capstone project with an applied Political Science focus, demonstrating a comprehensive understanding of Political Science theory, research, and methods.
3. Learning objectives.
 - a. Demonstrate comprehensive knowledge of scholarly research associated with a subfield in Political Science. (G1/content knowledge, G2/critical thinking)
 - b. Demonstrate comprehensive knowledge of appropriate methods used to conduct an applied analysis in Political Science. (G1/content knowledge, G2/critical thinking, G4/advanced research)
 - c. Demonstrate the ability to develop, conduct, and write an applied analysis project. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - d. Demonstrate the ability to present and defend an applied research project. (G1/content knowledge, G2/critical thinking, G3/communication)
4. Course materials. Required readings would vary depending on the capstone project. Students will primarily use academic texts and scholarly literature, but may use other sources of readings for their analysis. (For example, for a policy analysis, students may read Bardach's *A Practical Guide for Policy Analysis*.)
5. Weekly outline of content (this is only a sample capstone, based on a policy analysis):
 - a. Week 1: Introduction, brainstorm policy analysis, discuss project guidelines, review Bardach, citations, and if applicable, IRB rules
 - b. Week 2: Literature review, understanding the key theoretical concepts guiding the analysis
 - c. Weeks 3-4: Problem definition, focusing on clear definition of the context and history of a problem, as well as an understanding of stakeholder interests/agendas
 - d. Weeks 5-6: Establishing evaluation criteria, focusing on stakeholders' goals and political feasibility
 - e. Week 7-8: Policy alternatives, focusing on developing at least two alternatives to the existing policy
 - f. Week 9-10: Evaluating alternatives, using criteria established earlier

- g. Week 11-12: Policy recommendations
 - h. Week 13: Revisions
 - i. Week 14: Revisions and practice defense
 - j. Week 15: Capstone defense
6. Assignments and evaluation, including weights for final course grade (Sample public policy analysis project).
- a. Literature review, 5%
The student writes a literature review of the theoretical foundations of his or her analysis.
 - b. Drafts of project sections (problem definition, evaluation criteria, policy alternative, policy alternative evaluation) 5%
The student will write regular drafts of his/her final project.
 - c. Final project, 70%
The student will develop write his/her analysis, applying appropriate literature, methods, and approaches.
 - d. Defense, 20%
The students will defend his/her project before a faculty committee. This would require a visit to campus, scheduled at a time appropriate for both the student and committee.
7. Grading scale.
A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%
8. Correlation of learning objectives to assignments and evaluation.

	Literature Review	Project Drafts	Final Project	Defense
3a/comprehensive knowledge	x	x	x	x
3b/appropriate methods		x	x	x
3c/applied analysis	x	x	x	x
3d/presentation			x	x

Date approved by the department or school: November 18, 2015

Date approved by the college curriculum committee: December 11, 2015

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

Date approved by CAA: CGS: