

**EASTERN ILLINOIS UNIVERSITY
THE GRADUATE SCHOOL
OFFICE OF THE DEAN**

CGS Agenda Item: 06-41
Effective Fall 2007
Effective Summer 2012, with revisions

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TO: Council on Graduate Studies
RE: **REVISED:** Policy on Continuous Enrollment for Thesis Students
DATE: October 10, 2006

Issue: Graduate Schools establish policies of continuous enrollment for students in thesis options in order to ensure that students pursuing a thesis will have access to the library, technology, and related support services required to complete the project. During the past two years, the Dean of the Library has expressed concern that the Library receives annual requests for access to library collections from EIU graduate students who are no longer enrolled, but who have not yet completed their thesis projects.

Other Institutions: Other institutions in Illinois have policies on continuous enrollment to address this issue. Below are examples from three Illinois institutions:

- Illinois State University: The requirement for continuous registration may be fulfilled by maintaining registration of 1 hour of 499 or 499.01 (audit) each semester through the semester of degree completion. If circumstances prohibit continuous registration, a student must request a leave of absence from the department and then from the Graduate School.
- Northern Illinois University: Students availing themselves of the services of the academic staff or the facilities of the university in any way that directly or indirectly relates to fulfilling degree requirements or receiving course credit must be enrolled. A student who has formally begun the thesis or its equivalent must register in courses numbered 599 in each subsequent term until the thesis or equivalent is submitted to and formally approved by the Graduate School. If circumstances prohibit continuing progress on the work, a graduate student may request a leave of absence from the Graduate School.
- Southern Illinois University at Edwardsville: While working on a thesis on other creative effort, a student must register for a course numbered 599 or an equivalent number, specifically designated for this purpose.

Proposal: In order to address the continuing concerns of the Library, I recommend that the Council on Graduate Studies adopt the following proposal for continuous enrollment for EIU graduate students in thesis options. I further recommend that this policy be added to the other policies governing theses.

Thesis Continuous Enrollment

A student in a thesis option must remain continuously enrolled during the fall and spring terms until the approved thesis project is completed in order to retain access to library, technology, and related services required to support completion of the thesis. If a student has completed enrollment in the maximum number of hours of credit for thesis [5950], research [5900], or independent study [5990] allowable, then registration in 0 credit hours of Non-credit Thesis EIU 5951 as an auditor is required. Enrollment in EIU 5951* after meeting the maximum number of hours for thesis, research, and/or independent study allows a student access to services required to complete the thesis. Students who are registered only for 0 credit hours of EIU 5951* are not eligible to apply for financial aid, will not be able to defer payment on student loans, cannot work on campus under student employment, cannot apply for emergency short term student loans, and will not qualify for student health insurance.*

5951 EIU Non-credit Thesis. (0-0-0) The purpose of this course is to allow a graduate student to remain continuously enrolled as an auditor and access services required to complete the thesis after completing the maximum number of hours of credit for thesis [5950], research [5900], and independent study [5990] in a thesis option.*

*Note: The non-credit thesis courses will be identified by the course number 5951 and the prefix of each department offering a non-credit thesis course. A list of those courses follows: ART 5951, BIO 5951, CHM 5951, CDS 5891, CMN 5951, CSD 5951, ECN 5951, ELE 5951, ENG 5951, FCS 5951, HIS 5951 and HIS 59512, KSS 5951, MAT 5951, MBA 5951, MUS 5951, PLS 5951, PSY 5951, SCI 5951, SPE 5951, and TEC 5951.

Eastern Illinois University
COURSE PROPOSAL FORMAT

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This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** EIU 5951*
- 2. Title (may not exceed 30 characters, including spaces):** Non-credit Thesis
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Non-credit Thesis
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 0-0-0
- 5. Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
- 6. Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer ☐ Year 2007
- 7. Course description (not to exceed four lines):** The purpose of this course is to allow a graduate student to remain continuously enrolled as an auditor and access services required to complete the thesis after completing the maximum number of hours of credit for thesis [5950], research [5900], and independent study [5990] in a thesis option.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

There are no equivalent courses.
 - b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) **MAY** be taken concurrently with the proposed/revised course.

There are no prerequisites.
 - c. Who can waive the prerequisite(s)?**

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☒ Other n/a
 - d. Co-requisites** (course(s) which **MUST** be taken concurrently with this one): n/a
 - e. Repeat status:** ☐ Course may not be repeated.
 ☒ Course may be repeated:
 until the thesis is completed or the 6 year time limitation is reached.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: All graduate degree programs with a thesis option
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any: Non-degree graduate study and graduate degree programs that have no thesis option.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] n/a
10. **Grading methods** (check all that apply): ☐ Standard letter ☐ C/NC ☒ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** other (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
 - a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
n/a
 - b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
 - **Advanced scholarship through research or creative activity**
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
Completion of the thesis.
3. Explain how the instructor will determine students’ grades for the course: This course earns no credit. Students will be given an AU for auditing the course.
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

n/a
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

n/a
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

n/a

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient

details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

There is no course outline and there are no earned credits for the course. Students will independently work to complete the required thesis project.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

The purpose of this non-credit course is to allow a graduate student to remain continuously enrolled during the fall and spring terms until the approved thesis project is completed in order to retain access to library, technology, and related services required to support completion of the thesis.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a graduate level course and the number parallels the number used for Thesis [5950], Research [5900], and Graduate Independent Study [5990]. The course holds an EIU prefix so that it may be applied to any graduate degree program with a thesis option.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is similar to [5950] Thesis except it is non-credit.

4. Impact on Program(s):

- a. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course is made available only to degree seeking graduate students who have exhausted their credit bearing courses for completion of a thesis and require continued enrollment in EIU 5951 in order to access services required to complete the thesis project.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This is a non-credit bearing course scheduled through the Graduate School. Faculty will not be assigned to the course.

2. Additional costs to students:

There are no additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

There are no supplementary materials.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school _____

Date approved by the college curriculum committee _____

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

Date approved by CAA _____ CGS November 11, 2006

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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