Eastern Illinois University
New Course Proposal
HON 4644, Honors Thesis

Please check one: ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HON 4644
2. Title (may not exceed 30 characters, including spaces): Honors Thesis
3. Long title, if any (may not exceed 100 characters, including spaces): 
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: arr.-arr.-3
5. Term(s) to be offered: ☐ Fall  ☐ Spring  ☐ Summer  ☑ On demand
6. Initial term of offering: ☐ Fall  ☑ Spring  ☐ Summer  ☐ Year: 2011
7. Course description (not to exceed four lines): Preparation of a written thesis on a topic approved by a faculty supervisor and a Departmental Honors Coordinator or Dean of the Honors College prior to registration. 
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none.
   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. Admission to a Departmental Honors program or permission of the Dean of the Honors College, completion of HON 4555.
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☑ Other (Dean of the Honors College)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): none
   e. Repeat status: ☐ Course may not be repeated.  ☑ Course may be repeated once.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Honors Student of junior or senior status.
   g. Degree, college, major(s), level, or class to be excluded from the course: freshmen, sophomores, non-honors students.
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] honors; writing intensive
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: ☐ lecture  ☐ lab  ☐ lecture/lab combined  ☑ independent study/research  ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other

Agenda Item #10-69
Effective Spring 2011
Effective Summer 2012, with revisions
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1. Formulate questions that can be answered by research or through creative activity.
   2. Manage, sustain, and complete a research project (in compliance with IRB or IACUC requirements as appropriate) or annotated portfolio of creative activity.
   3. Present and defend their project either professionally or publicly.
      a. This is not a general education course.
      b. This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   • Write a thesis, with all requisite chapters (introduction, literature review, methodology, findings, summary and conclusions) (objectives 1, 2)
   • Defend thesis before thesis committees (objective 3)
   • Present findings of the thesis either at state or regional, professional meetings or at a campus presentation open to the public (objective 3)

3. Explain how the instructor will determine students’ grades for the course:
   • Thesis 80%
   • Thesis presentation 20%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. This course is not technologically delivered.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. This course cannot carry graduate credit.

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 *)
   The course is writing-intensive, with substantial feedback and evaluation, with unlimited opportunities for re-writes.
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.

As an independent experience, course outline and content will vary with topic, student, and faculty supervisor.

PART IV: PURPOSE AND NEED

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

This course will serve the needs of honors students in departments or programs that do not have a departmental honors program who wish to write a thesis. It will also allow a student who wishes to conduct interdisciplinary research to get general honors credit for doing so.

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

   The course level is consistent with other honors thesis courses in departmental honors programs and with the expected sophistication of the students. The course prerequisites are necessary to ensure the academic preparation and sophistication to execute the research or creative activity required.

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

HON 4644 resembles but does not duplicate any existing course for the reasons described in IV.1 above.

4. Impact on Program(s):

   HON 4644 may be used as a University Honors elective. It may also fulfill a requirement for any departmental honors program, especially those that require coursework outside the major discipline, with the permission of the appropriate Departmental Honors Coordinator and the Dean.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Any tenured/tenure-track faculty with substantive expertise to accommodate student research interest.

2. Additional costs to students: none

3. Text and supplementary materials to be used (Include publication dates): library, lab, and studio materials as appropriate to the discipline(s) researched.
PART VI: COMMUNITY COLLEGE TRANSFER

"A community college course will not be judged equivalent to this course."

PART VII: APPROVALS

Date approved by the Honors Council (if this is an honors course): 28 January 2010

Date approved by CAA: 29 April 2010

*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).