COURSE OUTLINE

DIVISION: English, Mathematics, Education

COURSE: Hon 1003, Honors Project

Date: April 2013

Credit Hours: 1

Prerequisite(s): Honors Orientation with a minimum grade of C

Delivery Method: x Lecture 0 Contact Hours (1 contact = 1 credit hour)

☐ Seminar 0 Contact Hours (1 contact = 1 credit hour)

☐ Lab 0 Contact Hours (2 contact = 1 credit hour)

☐ Clinical 0 Contact Hours (3 contact = 1 credit hour)

☐ Online

☐ Blended

Offered: x Fall  x Spring  ☐ Summer

IAI Equivalent –**Only for Transfer Courses**- go to [http://www.itransfer.org](http://www.itransfer.org):

**CATALOG DESCRIPTION:**
Honors Project is the 2nd course in the Honors Program sequence following the successful completion of Hon 1001, Honors Orientation. This course focuses on a study of leadership styles, further investigation of a career or educational goal, and a group project based on the 3 pillars of the Honors Program: community involvement, campus leadership, and experiential learning.
GENERAL EDUCATION GOALS ADDRESSED
[See the last page of this form for more information.]
Upon completion of the course, the student will be able:
[Choose those goals that apply to this course.]

x To apply analytical and problem solving skills to personal, social and professional issues and situations.
x To communicate orally and in writing, socially and interpersonally.
□ To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
□ To understand and use contemporary technology effectively and to understand its impact on the individual and society.
x To work and study effectively both individually and in collaboration with others.
x To understand what it means to act ethically and responsibly as an individual in one’s career and as a member of society.
□ To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
x To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:
[Outcomes related to course specific goals.]
Upon completion of the course, the student will be able to:

1. Describe personal leadership orientation and philosophy and utilize leadership abilities.
   1a. Recognize and explain personal leadership orientation based on an enhanced understanding of self.
   1b. Define an individual leadership philosophy based on the abilities needed for effective leadership.
   1c. Identify the tasks associated with leadership and potential obstacles related to personal leadership styles.
   1d. Gain practical experience enacting a leadership philosophy.

2. Present a collaborative project.
   2a. Research potential projects related to the 3 pillars.
   2b. Work collaboratively to design a project based on the 3 pillars.
   2c. Complete, assess, and reflect on the project.
   2d. Assess and reflect on the leadership styles participants illustrated in the project.
   2e. Demonstrate how the project addresses the 3 pillars of the Honors Program.

3. Further investigate a career or educational goal.
   3a. Reflect on needs for the continuing study of career or educational goal.
   3b. Create a personal plan to further investigate a career or field of study.
   3c. Complete and reflect on the personal plan.

COURSE TOPICS AND CONTENT REQUIREMENTS:
• Unit One: Leadership Orientation and Philosophy
• Unit Two: Creation of Honors Project
• Unit Three: Enactment of Honors Project
• Unit Four: Further Investigation of Career or Educational Opportunities
INSTRUCTIONAL METHODS:
- Class discussion
- Writing assignments
- Selected readings
- Guest presenters
- Mini-lectures
- You Tube/video presentations
- Blackboard

INSTRUCTIONAL MATERIALS:
- Texts and readings to be used in Honors Project are at the discretion of the instructor.
- Blackboard
- Word-processing software
- Web pages
- Handouts

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:
- Participate in class and Blackboard discussions
- Full participation in the group project
- Complete readings, writings, and other assignments given at the instructor’s discretion
- Attend class regularly
- Demonstrate time management skills by completing all work on time and attending group meetings on time
- Present at the Honors Symposium

Grading Scale:
The grading scale used in Honors Project is at the discretion of the instructor.

OTHER REFERENCES
- National Collegiate Honors Council.
- Journal of the National Collegiate Honors Council
- Honors in Practice (a journal of the NCHC)
- NCHC Monograph Series, such as Honors Programs at Smaller Colleges, 3rd ed.
- National Honors Report
- Peterson’s Guide to Honors Programs and Colleges
- Honors Council of the Illinois Region
## Course Competency/Assessment Methods Matrix

### Course Prefix, Number and Name

For each competency/outcome place an “X” below the method of assessment to be used.

<table>
<thead>
<tr>
<th>Assessment of Student Learning</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review</td>
<td>Case Studies</td>
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<tr>
<td>Group Projects</td>
<td>Lab Work</td>
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<tr>
<td>Oral Presentations</td>
<td>Pre-Post Tests</td>
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<tr>
<td>Quizzes</td>
<td>Written Exams</td>
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<td>Articulate Self Reflection of Growth</td>
<td>Capstone Projects</td>
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<tr>
<td>Comprehensive Written Exit Exam</td>
<td>Course Embedded Questions</td>
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<td>Observation</td>
<td>Writing Samples</td>
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<td>Portfolio Evaluation</td>
<td>Real World Projects</td>
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<td>Reflective Journals</td>
<td>Applied Application (skills) Test</td>
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<tr>
<td>Oral Exit Interviews</td>
<td>Accreditation Reviews/Reports</td>
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<tr>
<td>Advisory Council Feedback</td>
<td>Employer Surveys</td>
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<tr>
<td>Graduate Surveys</td>
<td>Internship/Practicum/Site Supervisor Evaluation</td>
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<tr>
<td>Licensing Exam</td>
<td>In Class Feedback</td>
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<tr>
<td>Simulation</td>
<td>Interview</td>
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<td>Written Report Assignment</td>
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</tbody>
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### Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.

<table>
<thead>
<tr>
<th>Direct/Indirect</th>
<th>1. Describe personal leadership orientation and philosophy and utilize leadership abilities.</th>
<th>2. Present a collaborative project.</th>
<th>3. Further investigate a career or educational goal</th>
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Curriculum Committee – Course Outline Form Revised 02/2/10