

Honors Program Course Proposal Form

Designation of an Honors Section of a Course Form

The Honors Program at the University of Mary Washington will enhance students' intellectual growth by engaging them in rigorous honors designated coursework, interdisciplinary seminars, strong internship experiences, extended research and creative projects, and community service that develop a community of learners. Coursework in the program should not involve simply adding extra work but rather should offer differentiated learning opportunities that challenge a student to grow intellectually. Quality rather than quantity is the goal of an honors course.

All courses offered as honors designation (HN) must be approved by the Honors Program committee. Existing courses can be submitted directly to the Honors Committee for HN designation. New courses need to be first approved by the appropriate curriculum committees. Faculty wishing to offer courses in the Honors program may submit a proposal for approval by completing the attached form.

Committee Deadlines for Proposal Courses for HN Designations

- for Spring 2018 are due on September 11, 2017.
- for Summer 2018 are due on November 13, 2017.
- for Fall 2019 are due on January 16, 2018.

E-mail the completed proposal with supplemental materials to the director of the Honors Program, Kelli Slunt, kslunt@umw.edu.

Faculty are encouraged to develop courses or sections of courses that are geared to meet the objectives of the honors program. Honor program courses feature small class sizes (limited to 20-25 students, except Honors First-year Seminar which are limited to 15 students) with highly motivated, achieving students. (Note – faculty proposing topics for the Honors First-year seminar need to use a separate course proposal form.) The committee encourages you to develop the intellectual potential of your students through activities that:

- develop communication skills
- incorporate interdisciplinary focus
- include innovative pedagogy
- analyze their own and others' assumptions
- enhance research skills
- apply critical reading, writing, speaking, problem solving, and thinking skills that incorporate information literacy, and an appreciation of audience
- include greater breadth than non-honors course sections
- incorporate enrichment opportunities to students and faculty
- utilize flexible approaches that accommodate different learning styles

Each honors designated course must clearly articulate learning outcomes for the course. The course should change one or more aspects of the course to show how student(s) can independently meet the following objectives:

- formulate an academic argument with appropriate research documentation.
- articulate the value of the goals of the honors program as it relates to the liberal arts as a multidisciplinary, systematic approach to knowledge.
- apply specific academic solutions to broader, interdisciplinary fields of study.
- integrate multiple viewpoints involving different cultures and/or perspectives.

Please keep in mind that you cannot simply add extra assignments. Rather the committee prefers to see modifications to current course assignments that add extensions or rigor and address the above listed objectives.

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Proposer's Name: _____

Department, discipline: _____

Course number and title: _____

Number of credits: _____ Prerequisites: _____

Proposer's signature: _____ Date: _____

Department Chair's signature: _____ Date: _____

Semester the Honors (HN) designation should take effect _____

Frequency: Fall Spring semester check one: Yearly alternate years

Number of honors designated sections to be offered _____

Number of non-honors designated sections to be offered _____

Will all sections of this course be offered as HN? Yes No

List of faculty who will likely teach this course: _____

Catalog description:

REQUIRED ATTACHMENTS:

1. **Rationale statement** -How this course is appropriate for the Honors Program. How does it differ from existing courses or non-Honors counterpart? Clearly, state specific ways in which the course differs from the non-honors counterpart and how it meets the objectives of the Honors program.
2. **Sample Syllabus with Course Outcomes Clearly Articulated.** If a non-honors course exists, please submit a sample syllabus for the non-honors course as well.
3. **Statement about Assessment.** Faculty teaching honors courses will assist the honors program committee with the assessment of the program and the honors courses (similar to how faculty assist in assessing the general education program). At the start of each course, faculty will provide to the honors program director a statement about how the course outcomes will be met throughout the term. At the end of the term, the faculty member will generate a report for the honors program director about the success of the course in

meeting those outcomes. In addition, the faculty member will provide electronic copies of representative samples of student work (anonymous) that reflect the program goals. In your course proposal, clearly state your commitment to assisting with the assessment of the course for the honors program.