**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. The deadline for courses to be offered in Spring 2014 semester is September 2, 2013 and for Fall 2014 is February 3, 2014. E-mail the completed proposal with supplemental materials to the director of the Honors Program, Kelli Slunt, [kslunt@umw.edu](mailto:kslunt@umw.edu). In addition, send one hard copy of the original completed proposal form to Kelli Slunt, Jepson Hall.

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

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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?
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.