Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name Christine Muller
   Department Honors Program
   Phone and email 570-408-5599; christine.muller@wilkes.edu

2. Proposal Title: Independent Research

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   - New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   - New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   - Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - Change in course credit or classroom hours.
   - Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - Other (Specify)

Indicate the number of course modification forms that apply to this proposal:

- [ ] Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
- [ ] Course Deletion Form
- [ ] Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.

I am proposing Independent Research options for the Honors Program as HNR 395 and HNR 396 to enable interdisciplinary offerings for Honors students. Such offerings would provide faculty from all departments the opportunity to work with interdisciplinary content and/or methods which incorporate Honors-related components (see addendum #1) integrally into the curriculum.

5. Other specific information. (Not applicable for incidental changes.)

N/A

6. Program Outline. (Not applicable for incidental changes).

N/A

7. New Program Assessments: (For new programs ONLY)

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

N/A

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how (assessment method) for each SLO.

N/A

c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

N/A

8. N/A

9. Signatures and Recommendations. (please date)
- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Christine Muller, Director, Honors Program</td>
<td>signature</td>
<td>3/13/19</td>
</tr>
<tr>
<td>Print Name/Title</td>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>Department chair(s) of all potentially affected programs</td>
<td>signature</td>
<td>3/15/19</td>
</tr>
<tr>
<td>Paul Riggs, Dean, Arts, Humanities, Social Sciences</td>
<td>signature</td>
<td>3/15/19</td>
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<tr>
<td>Print Name/Title</td>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>Dean (s) of any potentially affected College/School.</td>
<td>signature</td>
<td>3/15/19</td>
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<td>Sue Hritzak</td>
<td>signature</td>
<td>3/15/19</td>
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<td>Print Name/Title</td>
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<tr>
<td>Registrar</td>
<td>signature</td>
<td>3/15/19</td>
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Print Name/Title: Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here  if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Print Name/Title</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
<td>signature</td>
<td>3/15/19</td>
</tr>
</tbody>
</table>

Print Name/Title: Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title:  \textit{Independent Research}

2. Course Number:  \textsc{HNR 395/396}

3. Course Credits: 1-3

   Classroom Hours: 1-3 \hspace{1cm} Lab Hours \hspace{1cm} Other

4. Course Pre-requisites: \textsc{N/A}

5. Course Co-requisites: \textsc{N/A}

6. Effective Date of Addition (semester/year): fall 2019

Course Description (as proposed for the Bulletin): Independent study and research for advanced students under the direction of a faculty member. A culminating, comprehensive research product is required. Requirements: permission of the instructor.

7. Required Documentation:

   \textit{Proposed Syllabus} \hspace{1cm} \textsc{N/A}

Revised 4/17/2018
Honors Program
Curriculum Overview

Terminology
&H ("And H")
An &H section is added to an existing course in which both Honors and non-Honors students are enrolled to signal that the Honors students have the opportunity to earn Honors course credit. To earn this credit, Honors students must be enrolled specifically in the &H section and they must satisfactorily complete work complementary to the existing syllabus.

H ("standalone Honors course")
An H section signals that all students enrolled in the course complete work that would yield Honors credit for that course. Non-Honors students could enroll in such a course, but while they would need to complete all of the same work as the Honors students, they would receive only non-Honors credit.

Components of Courses Yielding Honors Credit
The National Collegiate Honors Council (NCHC) provides guidance regarding the kinds of components that could mark a course as “Honors.” Generally, Honors components enable students to pursue breadth, depth, complexity, and/or interdisciplinary within their coursework.

The Wilkes University Honors Program endorses the core values of academic rigor (beyond academic expectations of regular section offerings), leadership, integrity (demonstrated learning of ethics and values), self-awareness (emphasis on self-reflection), importance of building community, and appreciating diversity. Honors course components should reflect one or more of these core values.

Honors components should constitute approximately 15 to 20% of a student’s work in a class. This could be quantified by proportion of final grade and/or by proportion of total assignments.

Options: Potential Modes of Learning
independent research, case study, or creative project within student’s discipline (in-depth learning)
e xploitation of broad themes and/or enduring questions across disciplines (breadth of learning)
ex periential learning (including internships, field work, and study abroad)
service-learning (conscious and purposeful integration of service and learning elements)
residential learning community (conscious and purposeful integration of living and learning elements)
intercollegiate undergraduate academic competitions, presentations/conferences, and/or publications
experimental or innovative pedagogy

Options: Potential Topics
trends, issues, and/or best practices within student’s discipline
communities, ideas, practices, methodologies, and/or values unfamiliar to student
meta-awareness – analysis of not just what is known, but also of how it comes to be known

Options: Potential Skill Outcomes
problem solving
critical reading
critical thinking
clear and persuasive writing
oral presentation
ability to make evidence-based arguments and judgments
artistic literacy
metacognition