

Honors Program Course Proposal Form

**course proposals are reviewed on a rolling basis between Aug. 15 and April 15; proposals must be received by no later than four weeks into the semester in which Honors credit is sought*

“H” (standalone Honors course) or “&H” (section added to existing course)? _____ Credits: _____

Proposed Course Number and Title: _____

Instructor: _____ Prerequisites?: _____ Corequisites?: _____

Core Requirement? _____ Major Requirement? _____ Major Elective? _____ General Elective? _____

Please provide a concise course description:

Please list one or more course components by which students will earn Honors credit (see Honors Program Curriculum Overview for guidance on potential modes of learning, topics, and skill outcomes). Please also specify how each component is incorporated in the grade for the course:

Course Component _____
_____ Grading? _____

Course Component _____
_____ Grading? _____

Course Component _____
_____ Grading? _____

Please attach a syllabus of the course including: course description, learning outcomes/objectives, assessment or grading scheme, course calendar, and required texts and/or materials.

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. An Honors student is allowed only one grade of 2.5 in an Honors course to receive Honors credit. All other Honors course grades must be a minimum of 3.0.

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 with instructor permission, but while they would need to complete all of the same work as the Honors students, they would receive only non-Honors credit. An Honors student is allowed only one grade of 2.5 in an Honors course to receive Honors credit. All other Honors course grades must be a minimum of 3.0.

Honors Course Components

The National Collegiate Honors Council (NCHC) provides guidance regarding characteristic “Honors” course components. Generally, Honors course components enable students to pursue breadth, depth, complexity, and/or interdisciplinarity within their undergraduate education, helping to cultivate knowledge and skills that advance students’ intellectual, personal, and professional development; their contributions to the Wilkes campus community; and their preparation for post-graduate success, whether through employment or continued education.

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 work, such as a research, case study, or creative project within the student’s discipline (in-depth learning)
- exploration of broad themes and/or enduring questions across disciplines (breadth of learning)
- experiential learning, such as 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 the student’s discipline
- communities, ideas, practices, methodologies, and/or values unfamiliar to the student

Options: Potential Skill Outcomes

- problem solving
- project management
- critical reading (ability to evaluate evidence-based arguments and judgments)
- critical thinking (ability to make evidence-based arguments and judgments)
- clear and persuasive writing
- clear and persuasive oral presentation
- artistic literacy
- metacognition (analysis of not just what is known, but also of how it comes to be known)
- comfort with ambiguity, uncertainty, and the unfamiliar

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.