

Proposing an Honors Course or Sequence

Proposer contacts honors chair and/or director and asks about the possibility for a specific course they have in mind. This discussion would likely include a conversation about the college needs and where we see the course fitting in the curriculum. The director or chair can provide the proposer with any information they need to complete the proposal (e.g. SLOs, information on project-based learning).

Proposer submits to chair of honors a short paragraph description of the proposed course and sequence, along with the following information:

1. A list of topics that will be covered in the class.
2. A list of likely texts used in the class. If the text is a textbook, the proposer should include information about why a textbook is the best text to use, plus indicate what kind of chapter materials they will be using.
3. A short description of how they will address the specific SLOs for the course/sequence being proposed.
4. A short description of the instructor(s) background/expertise. If proposing a team-taught sequence, proposers should include a description of how they complement one another and how they plan to team teach + an acknowledgement that co-teaching is not “tag-teaching” and that the instructors are expected to be in the room together nearly all of the time.
5. Evidence of communication with the proposer’s unit head stating that the faculty member could be released to teach in honors.

Upon approval, the course is considered a pilot course the first time it is offered, after which the faculty will submit to HCDC the full syllabus and discuss any changes that they might make in the course. The instructor(s) will also be asked to respond to the following questions:

1. What is the evidence that the course is approaching the theme or topic from an interdisciplinary perspective?
2. What is the evidence that the course involves a high degree of student participation and active learning?
3. How does the course offer plenty of writing and research opportunities? Sequences need to fulfill the requirements for WRT 150 and SWS.
4. What is the evidence that students will have opportunities to develop oral communication skills by engaging in discussion, delivery of formal and informal presentations?
5. How does the course encourage self-reflection?

On review of these materials, HCDC will determine if the pilot can be made into a regular course offering in Honors. If necessary, a sub-committee will meet with the instructor(s) to discuss the course and materials. The goal is to recruit and retain great faculty who are interested in working with the HCDC members to offer excellent interdisciplinary courses.