

**Honors Course Proposal Form**

The Mission of the Meijer Honors College is to inspire and empower motivated students to be intellectually-curious lifelong learners who contribute to a body of knowledge, and serve as capable leaders and active global citizens.

Students are expected to become “self-authors” (i.e., active scholars) and “global citizens” (aware of and concerned about the world around them). Honors courses should, therefore, be constructed and facilitated with the goal of helping students achieve these skills and dispositions, and the ability to make connections across disciplines. Courses should provide opportunities for students to bring the perspectives from their majors/minors to discussions of materials and ideas. Honors courses may involve more extensive reading, deeper analysis, and/or greater research, but students should always know why they are being challenged—courses should not simply add work for work’s sake. Faculty can and should expect Honors students to perform at a high level, but the grading scale should not be set so stringently that students who would get an A in a regular course get a B or C in an honors section. Honors courses should be challenging and engaging, and students who rise to the challenge and engage earnestly with course material should do well.

This course proposal form is just one part of the overall proposal process. [Click here more information about the proposal process and the revised Honors curriculum.](https://www.gvsu.edu/honor/how-to-propose-a-course-or-sequence-103.htm)

Please note that you cannot save drafts on this form. For your convenience, it might be easiest to work with the Word version of this form and then cut and paste your answers into the form when you are ready. Once you submit the form you will receive an e-mail notification that our office has received it.

Title of Proposed course/sequence:

Proposer(s) name(s):

Course description paragraph that was approved by HCDC:

**Please indicate how the proposed course will meet these expectations of all Honors courses:**

1. Interdisciplinary learning: How does the course consider the content or methods from an interdisciplinary perspective?
2. With its limited class size, the course should include a high degree of student participation and involvement (“active learning”). How will your course achieve that?
3. The course should offer students plenty of writing and research opportunities. How will your course do that?
4. Students should develop their oral communication skills by engaging in discussion, delivery formal and informal presentations, etc. How will your students practice oral communication?
5. Students should gain significant practice in critical thinking and thinking about themes, issues, and problems in an interdisciplinary way. How will your course do that?
6. The Honors College is after “deep learning”—getting students to break through received paradigms and construct new ones. How will your course help students do that?
7. Effective learners are self-reflective, aware of their own intellectual growth and evolving academic trajectory. How will your course encouragement student self-reflection?
8. With its smaller classes, living/learning facilities, and emphasis on individualized advising, the Honors College seeks to offer students a more personal engagement with faculty. How will you create a personal learning dynamic with your students?

**Course-specific questions:**

1. If you are proposing a team-taught first-year sequence (HNR 151, 152, 153, 154) or an integrative seminar (HNR 350 or 351), your course should address and integrate, in ways appropriate to the topic and faculty members’ academic training and orientation, the value of the I’s: inclusion, integrity, inquiry, interdisciplinarity, innovation, and internationalization. You addressed interdisciplinarity in #1 and #5 above. Briefly discuss how you will address each of the other I’s in your course.

Inclusion:

Integrity:

Inquiry:

Innovation:

Internationalization:

1. If you are proposing a team-taught first-year sequence (HNR 151, 152, 153, 154), your course will need to fulfill the requirements for WRT 150 in the fall and SWS in the winter. Briefly discuss how you plan to do that. Also, please include the SWS requirements on your draft syllabus.
2. If you are proposing a project-based learning course (HNR 250 or 251), please describe how your course will feature PBL.
3. If you are proposing a course that teaches quantitative modes of analysis (HNR 251 or HNR 351), please describe how your course will meet these student learning outcomes: 1) Interpret key aspects of information appearing in different forms (e.g., graphs, tables, equations, text). 2) Infer valid conclusions based on data analysis and critically evaluate conclusions made by others.

Please submit a draft of the course syllabus **here**.