



## 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. 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.

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

- 1) 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?

- 2) The course should offer students plenty of writing and research opportunities. How will your course do that?

- 3) Students should develop their oral communication skills by engaging in discussion, delivering formal and informal presentations, etc. How will your students practice oral communication?

- 4) Students should gain significant practice in critical thinking and thinking across disciplinary boundaries. How will your course do that?



- 5) 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?

- 6) Effective learners are self-reflective, aware of their own intellectual growth and evolving academic trajectory. How will your course encouragement student self-reflection?

- 7) 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?

**Honors courses should also include at least a few of these characteristics. Please indicate three of these characteristics your course will demonstrate, and how:**

- Team-teaching with faculty from different disciplines
- A service-learning component
- Problem-based learning
- Opportunities for students to pursue topics/projects of individual interest
- Cooperative/collaborative learning/projects
- Involvement of students in leadership of course or development of course content or activities
- Connection of disciplines or topics in unique and distinctive ways
- Course or issues centered on unique themes (topics courses—especially in Junior Seminars)
- Encouragement of participation in intellectual or cultural events/activities out of the classroom—connect to university initiatives (Sustainability, Community Reading, etc.)
- Greater reliance on primary sources or original data
- Encouragement of creativity in fulfillment of assignments
- Expectation for students to do an oral defense of research in or outside of class
- Encouragement of students to present at Student Scholars Day or local/regional honors conferences, or other relevant venues
- Greater use of technology in the classroom (e.g., use of the LearnLab)
- Innovative pedagogy and/or unique topic or approach

1)

2)

3)