



## Honors Program Course Proposal Form

Wilkes University

"H" (standalone Honors course) or "&H" (section added to existing course)? \_\_\_\_\_

Proposed Course Title and Number: \_\_\_\_\_

Instructor: \_\_\_\_\_

Prerequisites: \_\_\_\_\_

Corequisites: \_\_\_\_\_

Course Credits: \_\_\_\_\_

Does the course satisfy: Core Requirement \_\_\_\_ Major Requirement \_\_\_\_ Major Elective \_\_\_\_ General Elective \_\_\_\_

Please provide a one- to three-sentence course description:

Briefly describe the additional curricular components by which students can earn Honors credit (see Honors Program Curriculum Overview for guidance). Please specify how each component will be assessed within the context of course grading:

Courses carrying Honors designations should address, minimally, one of the core values of the program (see Honors Program Curriculum Overview for guidance). Please specify how each additional curricular component relates to the core values of the Honors Program:

Are there additional costs required to the instructor or the student (i.e. – books, research supplies, travel)?

yes\_\_\_\_ no\_\_\_\_ If yes, please describe:

**Please attach a syllabus** of the course including: course description, learning outcomes/objectives, assessment or grading scheme, 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.

##### *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 interdisciplinarity 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)  
exploration of broad themes and/or enduring questions across disciplines (breadth of learning)  
experiential 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